



2007–08 Accountability Progress Reporting System

2007-08 Academic Performance Index Reports Information Guide

May 2008

**Prepared by the
California Department of Education**

Available online at:
<http://www.cde.ca.gov/api/>

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Preface

This information guide provides technical information about the Academic Performance Index (API) reports for the 2007-08 reporting cycle. The guide is intended for accountability coordinators at local educational agencies (LEAs) to use in administering their academic accountability programs to meet the requirements of California's Public Schools Accountability Act (PSAA) of 1999.

The California Department of Education (CDE) provides API reports as part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements and includes information about the state, LEAs, schools (including charter schools), and numerically significant subgroups:

2007-08 APR System

State Accountability Requirements (Public Schools Accountability Act of 1999)	Federal Accountability Requirements (No Child Left Behind Act of 2001)
<ul style="list-style-type: none"> ■ 2007 Base API Reports (release May 2008) ■ 2008 Growth API Reports (release August 2008) 	<ul style="list-style-type: none"> ■ 2008 Adequate Yearly Progress (AYP) Reports (release August 2008) ■ 2008-09 Program Improvement (PI) Reports (release August 2008)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in applying accountability requirements to an LEA or school. The guide should be used in conjunction with academic accountability information provided through the API Web page at <http://www.cde.ca.gov/api/> and from e-mail and correspondence disseminated by the CDE to accountability coordinators. For information about being included on the CDE accountability coordinators listing, contact the Academic Accountability Unit (AAU) at 916-319-0863 or by e-mail at aau@cde.ca.gov.

This guide is produced by the AAU and the Evaluation, Research, and Analysis (ERA) Unit of the Policy and Evaluation Division of the CDE. Questions about API or AYP calculations should be addressed to the AAU at the phone number or e-mail address listed above. Questions about the No Child Left Behind (NCLB) Act of 2001, PI determinations, and AYP appeals should be addressed to the ERA Unit at 916-319-0869 or by e-mail at evaluation@cde.ca.gov.

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Highlights of the 2007-08 API Reports

■ No New Indicators

The 2007 Base API Reports, released in May 2008, and the 2008 Growth API Reports, scheduled for release in August 2008, comprise the 2007-08 API reporting cycle. No new indicators have been added to the API for the 2007-08 cycle. The 2007-08 APIs are calculated using the same methodology and test weights as used for the 2006-07 API reporting cycle.

■ California Modified Assessment (Grades Three through Five Only)

The California Modified Assessment (CMA) was administered to students with disabilities (SWD) in grades three through five in 2008 for the first time. The State Board of Education (SBE) is not scheduled to adopt performance levels for the CMA until January 2009. Accordingly, CMA results will not be available in time for reporting the 2008 Growth API in August 2008. To accommodate this situation, 2007 Base API results were adjusted to account for the absence of CMA results in 2008 for schools and LEAs with grades three through five that administered the CMA. This procedure was necessary to preserve comparability between the 2007 Base and 2008 Growth APIs. More information about the CMA is provided on pages 7 and 8, and information about the CMA adjustment procedure is provided on pages 37 through 43.

■ Students with Disabilities Subgroup Scores

The SWD subgroup now includes the scores of students who were previously identified under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) but who are no longer receiving special education services for two years after exiting from these services. Any student record with a Special Education Exit Date after March 15, 2005, was considered to have received special education services within the past two years, and the student score was included in the SWD subgroup. These students were counted as participating in testing; however, they were not counted in determining whether or not the SWD subgroup met the minimum group size to be numerically significant for the school or LEA. (This rule matches the rule used in AYP calculations.) They also were not counted in the CMA adjustment procedure or reflected in the new scale calibration factor (SCF) grade span categories for the 2007-08 API reporting cycle.

■ New Grade Span Categories for Scale Calibration Factors

To accommodate the CMA adjustment, the grade span categories for the scale calibration factors (SCFs) changed from three to six. The new grade span categories for the 2007-08 reporting cycle are:

- Grade Two
- Grades Three through Five – Students with Disabilities Only
- Grades Three through Five – Students with Disabilities Not Included
- Grade Six
- Grades Seven and Eight
- Grades Nine through Twelve

More information about the SCF is provided on pages 51 and 52.

■ New Calculation Spreadsheet Categories

Calculation spreadsheets are provided on the API Web page at <http://www.cde.ca.gov/api/> to show the details of the API calculation and provide a way for users to estimate an API. The spreadsheets on the Web page allow users to input their own data and have their API estimated automatically from that data. Like the SCF, the spreadsheet categories are organized by grade span, and the categories changed from three to six for the 2007-08 API reporting cycle. The new spreadsheet categories are identical to the SCF categories listed above. The spreadsheets also include a “bridge” category for schools or LEAs that overlap the grade span categories. For those schools or LEAs, the final API is calculated automatically on the “bridge” spreadsheet. More information about the API calculation and spreadsheets is provided on page 24.

■ API Targets Increase for 2008 AYP

The API is not only used in meeting state requirements under the PSAA, as described in this information guide, but also is used in meeting federal AYP requirements under the NCLB. The AYP targets will increase in 2008. The API target under 2008 AYP requirements will be a 2008 Growth API of at least 620 or growth in the API of at least one point from 2007 to 2008. AYP targets for all years are displayed on pages 13 through 15 of the *2007 Adequate Yearly Progress Report Information Guide* on the AYP Web page at <http://www.cde.ca.gov/ayp/>.

What is the API?

The API is a single number, ranging from a low of 200 to a high of 1000, that reflects a school's or LEA's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. The API was established by the PSAA, a landmark state law passed in 1999 that created a new academic accountability system for K-12 public education in California. The PSAA also established an alternative accountability system for schools serving high-risk students—the Alternative Schools Accountability Model (ASAM).

The API is calculated by converting a student's performance on statewide assessments across multiple content areas into points on the API scale. These points are then averaged across all students and all tests. The result is the API. An API is also calculated for LEAs and for each numerically significant subgroup of students at a school or LEA. (An LEA, for API reporting, is defined as a school district or a county office of education.) Schools and numerically significant subgroups have unique annual API growth targets.

The key features of the API include the following:

- The API is based on an improvement model. It is used to measure the academic growth of a school. The API from one year is compared to the API from the prior year to measure improvement. Each school has an annual target, and all numerically significant subgroups at a school also have targets.
- The API requires subgroup accountability to address the achievement gaps that exist between traditionally higher- and lower-scoring student subgroups.
- The API is a cross-sectional look at student achievement. It does not track individual student progress across years but rather compares snapshots of school or LEA level achievement results from one year to the next.
- The API is used to rank schools. A school is compared to other schools statewide and to 100 other schools that have similar demographic characteristics.
- The API is currently a school-based requirement under state law. However, API reports are provided for LEAs in order to meet federal requirements under NCLB.

Assessment Results Used In the API

The information that forms the basis for calculating the API comes from the results of the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination (CAHSEE). More information about these testing programs is located on the Testing and Accountability Web page at <http://www.cde.ca.gov/ta/>. The PSAA requires that test results constitute at least 60 percent of the API. The following chart shows the assessment results in grades two through twelve that are used in the API calculations.

Assessment Results Used in the API 2007-08

Standardized Testing and Reporting (STAR) Program

California Standards Tests (CSTs)

- California English-Language Arts Standards Test (CST in ELA)
Grades two through eleven, including a writing assessment in grades four and seven
- California Mathematics Standards Test (CST in mathematics)
Grades two through seven and grades eight through eleven for the following course-specific tests:
 - General mathematics (grades eight and nine only)
 - Algebra I
 - Geometry
 - Algebra II
 - Integrated mathematics 1, 2, or 3
 - High School Summative Mathematics Test
 Students in grade seven may take the Algebra I test if they completed an Algebra I course.
- California History-Social Science Standards Test (CST in HSS)
Grade eight
Grade eleven (U.S. history)
Grades nine through eleven (world history)
- California Science Standards Test (CST in science)
Grades five, eight, and ten and grades nine through eleven for the following course-specific tests:
 - Biology/life sciences
 - Earth science
 - Chemistry
 - Physics
 - Integrated/coordinated science 1, 2, 3, or 4
 The CSTs in science at grades five, eight, and ten (life science) were developed to meet federal NCLB requirements.

California Alternate Performance Assessment (CAPA)

- English-language arts and mathematics
Grades two through eleven

California Achievement Test, Sixth Edition Survey, (CAT/6 Survey)

- Norm-referenced test (NRT) in reading, language, spelling, and mathematics
Grades three and seven

California High School Exit Examination (CAHSEE)

CAHSEE (administered in February and March and May for make-ups)

- English-language arts, including a writing assessment, and mathematics
Grade ten
- Also, grade eleven or twelve CAHSEE results are included in the API if the student passed the CAHSEE in the prior year.

Relative Emphases of Assessments Used In the API

The test results used in calculating a school's API have different relative emphases. The amount of emphasis each content area has in the API for a particular school or LEA (called the content area weights) is determined by statewide test weights and by the number of students taking each type of test. The table below shows the relative emphases of different content areas in the API for the most common grade spans of schools.

School Content Area Weights for the Most Common Grade Spans 2007-08 API

Content Areas	K-5	6-8	9-12
CSTs and CAPA			
English-Language Arts	53%	48%	29%
Mathematics	36%	32%	18%
Science	6%	7%	19%
History-Social Science	--	7%	14%
CAT/6 Survey Norm-referenced Test (Grades 3 and 7 only)			
English-Language Arts	3%	4%	--
Mathematics	2%	2%	--
CAHSEE			
English-Language Arts	--	--	10%
Mathematics	--	--	10%

Note: Data in this table assume an equal number of valid scores at each grade level and no missing data. If some students at a school do not take one or more tests, the indicator weights would be different than those shown above.

Considerations Regarding Assessment Results

Special considerations or adjustments are made to the API for statewide assessment results of students who take the tests using varied test administrations or who take the tests based on alternate standards.

■ Variations, Accommodations, and Modifications

Students who take exams in the STAR Program and CAHSEE may be provided certain test variations, accommodations, and/or modifications. A description of

these varied test administrations are provided in the "Matrix of Test Variations, Accommodations and Modifications" located on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>. Test administration variations and accommodations do not result in changes to API calculations. Modifications, however, do result in changes. Scores for students tested with modifications are assigned 200 (far below basic) in the API calculations. These changes are made to accountability reporting only and do not affect the individual student's score report. The student receives an individual score report with his or her actual score.

■ CAPA in the API

In response to federal requirements of the Individuals with Disabilities Education Act (IDEA), Amendments of 1997, and the NCLB, California developed the CAPA, an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications. A student's Individualized Education Program (IEP) specifies whether the student should take the CAPA. Students taking the CAPA work toward achieving selected state academic standards using alternate achievement standards to measure their progress.

The alternate assessment population is made up of a relatively small number of students with significant cognitive disabilities. In California, less than one percent of the total number of students statewide take the CAPA. Since examiners may adapt the CAPA based on students' instruction mode, accommodations and modifications do not apply to the CAPA. Further information is located on the CAPA Web page at <http://www.cde.ca.gov/ta/tg/sr/capa.asp>.

For API reporting, the CAPA performance level the student receives (advanced, proficient, basic, below basic, or far below basic) is the level that is included in the API calculations. The CAPA is not treated as a separate test for accountability, because the CAPA is an "alternate" to the CSTs. The addition of CAPA into the API does not change the API test weights, and the same basic test weights and calculation rules used for the CST also apply to the CAPA.

■ Adjustment for the CMA

In April 2007, the U.S. Department of Education (ED) enacted regulations for an alternate assessment based on modified achievement standards. The CDE, in response to the federal regulations, developed the CMA, an alternate assessment of the California content standards based on modified achievement standards for students with an IEP who meet the SBE adopted eligibility criteria. The purpose of the CMA is to allow students to demonstrate achievement of the content standards in English-language arts (ELA), mathematics, and science. The CMA was field tested in 2007 and administered statewide in 2008 in grades three

through five in ELA and mathematics and grade five in science. For 2008, a student with an IEP in grades three, four, or five could take the CMA in one or more content areas instead of the CST for the same content area. It is up to the IEP team to determine participation in the CMA. Students who do not have an IEP may not take the CMA. Students may take the CMA with accommodations if identified in the student's IEP. Further information is located on the CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

The SBE is not scheduled to adopt performance levels for the CMA until January 2009. Accordingly, CMA results will not be available in time for reporting the 2008 Growth API in August 2008. To accommodate this situation, 2007 Base API results were adjusted to account for the absence of CMA results in 2008 for schools with grades three through five. The procedure was necessary to preserve the comparability between the 2007 Base and 2008 Growth APIs for these schools. The CMA adjustment procedure is described on pages 37 through 43.

CMA results will be included next year in the 2008-09 API reporting cycle. As with CAPA results in API reporting, the performance level the student receives on the CMA (advanced, proficient, basic, below basic, or far below basic) will be the level that is included in the API calculations. The addition of CMA into the API will not change the API test weights, and the same basic test weights and calculation rules used for the CST also will apply to the CMA.

Base API and Growth API

Base and Growth APIs in a Reporting Cycle

In order to measure the academic improvement of a school, academic results in the form of the API are compared from year to year. Growth (or change) in the API is the difference between one year's API and the next year's API. The API's that are compared must be based on the same tests. For example, it would not be appropriate to measure academic growth by comparing a student's mathematics test results with his or her ELA test results because they test two different content areas. Similarly, to measure API growth, APIs calculated from ELA test results from one year must be compared with APIs calculated from results of the same ELA test from the next year.

The process of comparing results, however, is complicated by the phase-in of new assessments (indicators) into the API. To address this complication, growth in the API is calculated on the basis of common assessments for the Base and Growth APIs within a reporting cycle. New assessments are added at the beginning of a new reporting cycle. The Base API, including all new indicators, becomes the baseline against which to compare the next year's Growth API.

Each reporting cycle begins with a Base API. The 2007 Base was calculated using results of statewide testing from spring 2007. The Growth API will be calculated in the same fashion and with the same indicators as the prior year Base API but using test results from the following year. For example, the 2008 Growth API will be calculated using results of statewide testing from spring 2008. The year of the API corresponds to the year of testing.

Spring 2007 Testing

2007 Base API

Schoolwide/Subgroup APIs

STAR Indicators:

- CSTs in ELA, math, science, and history social-science
- CAPA
- CAT/6 Survey

Other Indicator:

- CAHSEE

API Targets

Statewide Rank

Similar Schools Rank

(May 2008 release)

Spring 2008 Testing

2008 Growth API

Schoolwide/Subgroup APIs

STAR Indicators:

- CSTs in ELA, math, science, and history social-science
- CAPA
- CAT/6 Survey

Other Indicator:

- CAHSEE

API Growth Achieved

Whether API Targets Were Met

(August 2008 release)

The graphic on the previous page shows the 2007-08 API reporting cycle. The indicators are the same for the Base and Growth APIs, but the 2007 Base includes 2007 test results whereas the 2008 Growth includes 2008 test results. The 2007 Base API is subtracted from the 2008 Growth API to show how much a school's API changed from 2007 to 2008 (referred to as 2007-08 API growth). This determines whether a school meets its API growth target. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether or not targets were met.

API Reporting Cycles

An API reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided in the spring, and the growth reports are provided in August.

Year of Testing			
2006	2007	2008	2009
2006 Base API Schoolwide/Subgroup APIs <u>STAR Indicators:</u> • CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11) • CAPA • CAT/6 Survey (Gr. 3 and 7) <u>Other Indicator:</u> • CAHSEE (Gr. 10-12) API Targets Statewide Rank Similar Schools Rank (March 2007 release)	2007 Growth API Schoolwide/Subgroup APIs <u>STAR Indicators:</u> • CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11) • CAPA • CAT/6 Survey (Gr. 3 and 7) <u>Other Indicator:</u> • CAHSEE (Gr. 10-12) API Growth Achieved Whether API Targets Were Met (August 2007 release)	Grade levels of assessments are 2-11 unless otherwise noted. Indicators (assessments) new to the API are in bold.	
The CMA adjustment for grades 3-5 was applied to 2007 Base API results only.	2007 Base API Schoolwide/Subgroup APIs <u>STAR Indicators:</u> • CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11) • CAPA • CAT/6 Survey (Gr. 3 and 7) <u>Other Indicator:</u> • CAHSEE (Gr. 10-12) API Targets Statewide Rank Similar Schools Rank (May 2008 release)	2008 Growth API Schoolwide/Subgroup APIs <u>STAR Indicators:</u> • CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11) • CAPA • CAT/6 Survey (Gr. 3 and 7) <u>Other Indicator:</u> • CAHSEE (Gr. 10-12) API Growth Achieved Whether API Targets Were Met (August 2008 release)	
	The CMA adjustment anticipated for grades 6-8 will be applied to 2008 Base API results only.		
		2008 Base API * Schoolwide/Subgroup APIs <u>STAR Indicators:</u> • CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11) • CAPA • CAT/6 Survey (Gr. 3 and 7) • CMA in ELA and math (Gr. 3-5) and science (Gr. 5) <u>Other Indicator:</u> • CAHSEE (Gr. 10-12) API Targets Statewide Rank Similar Schools Rank (March 2009 release)	2009 Growth API * Schoolwide/Subgroup APIs <u>STAR Indicators:</u> • CSTs in ELA, math, science (Gr. 5 and 8-11), and history social-science (Gr. 8-11) • CAPA • CAT/6 Survey (Gr. 3 and 7) • CMA in ELA and math (Gr. 3-5) and science (Gr. 5) <u>Other Indicator:</u> • CAHSEE (Gr. 10-12) API Growth Achieved Whether API Targets Were Met (August 2009 release)

* Pending adoption by the State Board of Education.

Appropriate Comparisons of the API

Because new indicators are added to the API and test weights may change from one cycle to the next, it is inappropriate to compare APIs across reporting cycles. It is appropriate, however, to compare the Base and Growth APIs within a reporting cycle as well as to compare the amount of API growth (i.e., change in the API) of different reporting cycles.

■ Examples of Invalid and Valid Comparisons of the API

Invalid comparisons of the API

The following examples are invalid comparisons because the APIs are compared across reporting cycles. The reporting cycles may differ in the assessments (indicators) included in the APIs, and that type of comparison would not be a valid comparison.

- 2003 Base API and 2004 Base API

In this example, the 2003 Base API is in the 2003-04 reporting cycle, and the 2004 Base API is in the 2004-05 reporting cycle. The comparison is not valid because different indicators were used in each cycle (i.e., the CST in science, grade five, and CST in history-social science, grade eight, were not in the 2003-04 cycle but were in the 2004-05 cycle).

- 2002 Base API and 2007 Growth API

In this example, the 2002 Base API is in the 2002-03 reporting cycle, and the 2007 Growth API is in the 2006-07 reporting cycle. Again, the comparison is not valid because different indicators were used in each cycle (i.e., the 2006-07 cycle included many more indicators than the 2002-03 cycle).

- 2006 Base API and 2006 Growth API

In this example, the 2006 Base API is in the 2006-07 reporting cycle, and the 2006 Growth API is in the 2005-06 reporting cycle. The APIs were calculated from the same year's test data (2006). However, the 2006 Base API includes the grade eight CST in science and the grade ten CST in life science, and the 2006 Growth API does not include these indicators. This comparison is not valid.

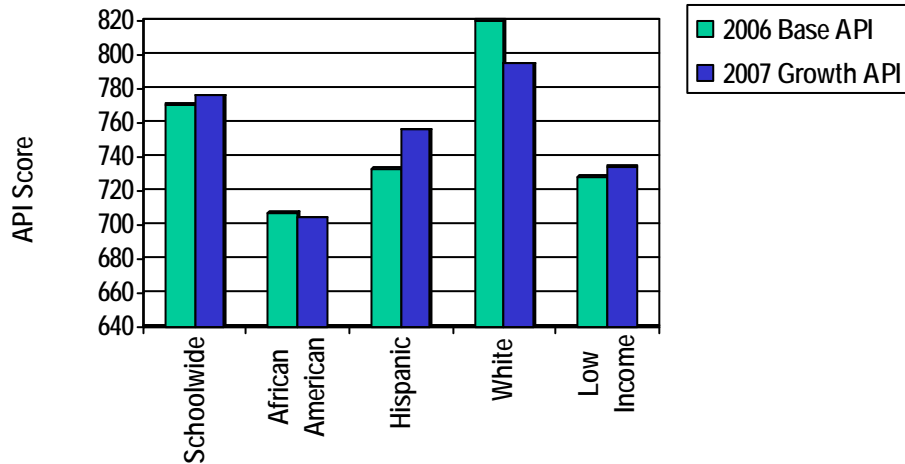
Valid comparisons of the API

The following examples are valid comparisons because (1) the Base and Growth APIs are compared within the same reporting cycle, OR (2) the amount of growth (change) in the API from different reporting cycles is compared. The first example compares APIs that are calculated based upon the same assessments (indicators). The second example compares the amount of change in the API across reporting cycles.

- 2006 Base API and 2007 Growth API Within a Reporting Cycle

This example shows the amount of API change from 2006 to 2007 for the school and for each numerically significant subgroup. It also shows the school and subgroup API scores compared to the statewide target of 800.

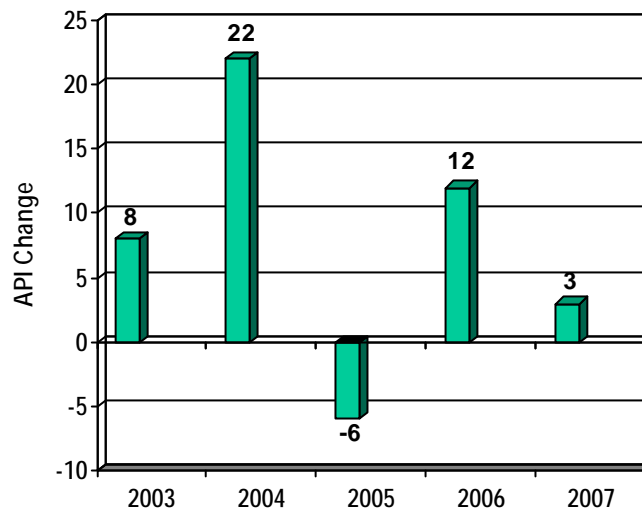
Example of 2006-07 API Results



- Actual API growth (change) from 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07

This example shows longitudinal data for a school site while preserving the validity of API comparisons because growth within API cycles over five years is shown.

Example of Growth in the API, 2002-03 to 2006-07



What is Included in API Reports?

The Base and Growth API reports provide accountability information about schools, LEAs, and the state. These reports are accessed on the API Web page at <http://www.cde.ca.gov/api/>. This section describes the types of information included in API reports.

County and LEA Lists of Schools

The County List of Schools and LEA List of Schools provide summaries of selected API information for each school and LEA. The reports for 2007-08 have the same basic structure as the prior year reports. Both the County and LEA List of Schools contain the following information about each school or LEA:

County or LEA List of Schools

2007 Base API Report (release May 2008)	2008 Growth API Report (release August 2008)
<ul style="list-style-type: none"> Number of Students Included in the Base API 2007 Base API 2007 Statewide Rank 2007 Similar Schools Rank 2007-08 Growth Target 2008 API Target (2007 Base API plus 2007-08 Growth Target) 	<ul style="list-style-type: none"> Number of Students Included in the Growth API 2008 Growth API 2007 Base API (same as in 2007 Base API Report) 2007-08 Growth Target (same as in 2007 Base API Report) 2007-08 API Growth (2008 Growth API minus 2007 Base API) Met Growth Target <ul style="list-style-type: none"> Schoolwide Subgroups Both Schoolwide and Subgroups

School and LEA Reports

The school and LEA reports for 2007-08 have the same basic structure as the prior year reports. The navigation bar across the top of the page allows users to easily move between results for the state API, federal AYP, and federal PI requirements. The selection bar at the top right side of the reports allows users to navigate different sections of the reports.

■ School Reports

The school reports are divided into five sections described below. The summary reports are accessed through the navigation bar (across top of page), and the remaining sections are accessed through the selection bar (top right of page).

Summary Report

2007 Base API Report (release May 2008)	2008 Growth API Report (release August 2008)
Contains the key state and federal overall results for the API and AYP. The API results include the 2007 Base API, the 2008 Growth API, and growth in the API from 2007 to 2008.	

API Report

Base API, Ranks, and Targets	Growth API and Targets Met
2007 Base API Report (release May 2008)	2008 Growth API Report (release August 2008)
<ul style="list-style-type: none"> Number of Students Included in the Base API 2007 Base API 2007 Statewide Rank 2007 Similar Schools Rank 2007-08 Growth Target 2008 API Target (2007 Base API plus 2007-08 Growth Target) Number of CST records excluded for students with disabilities, grades 3-5, related to the CMA adjustment List of Similar Schools Subgroup Information 	<ul style="list-style-type: none"> Number of Students Included in the Growth API 2008 Growth API 2007 Base API (same as in 2007 Base API Report) 2007-08 Growth Target (same as in 2007 Base API Report) 2007-08 API Growth (2008 Growth API minus 2007 Base API) Met Growth Target <ul style="list-style-type: none"> Schoolwide Subgroups Both Schoolwide and Subgroups Similar Schools Median 2008 Growth API Similar Schools Median 2007 Base API Subgroup Information

API Chart

2007 Base API Report (release May 2008)	2008 Growth API Report (release August 2008)
	Provides basic API results in chart form, including comparisons with district/county and statewide results.

Demographic Characteristics

2007 Base API Report (release May 2008)	2008 Growth API Report (release August 2008)
Provides detailed demographic data from 2006 CBEDS and 2007 STAR.	Provides detailed demographic data from 2007 CBEDS and 2008 STAR.

Content Area Weights

2007 Base API Report (release May 2008)	2008 Growth API Report (release August 2008)
Shows the unique content area weights for calculating the Base API.	Shows the unique content area weights for calculating the Growth API.

■ LEA Reports

The LEA reports include the same five sections as the school reports but contain fewer elements in the API Report section, as shown below.

API Report

Base API	Growth API
2007 Base API Report (release May 2008)	2008 Growth API Report (release August 2008)
<ul style="list-style-type: none"> Number of Students Included in the Base API 2007 Base API Subgroup Information 	<ul style="list-style-type: none"> Number of Students Included in the Growth API 2008 Growth API 2007 Base API (same as in 2007 Base API Report) 2007-08 API Growth (2008 Growth API minus 2007 Base API) Subgroup Information

Statewide Data Files

The data files of statewide API results are provided in both DBF and ASCII text formats and are downloadable from the API Data Files Web page at <http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp>. Record layout, data definitions, and download instructions are also provided.

Accountability Reporting Timeline

May 2008

The *2007-08 Academic Performance Index (API) Reports Information Guide* is posted on the API Web page at <http://www.cde.ca.gov/api/>.

The 2007 Base API reports are released on the APR Web page at <http://www.cde.ca.gov/apr/>. These reports include the 2007 Base API, growth targets, subgroup data, demographic data, statewide ranks, similar schools ranks, and school content area weights.

July 2008

Updated 2007 Base API reports are released for those few districts with late data corrections.

August 2008

The *2008 Adequate Yearly Progress (AYP) Report Information Guide* is released on the AYP Web page at <http://www.cde.ca.gov/ayp/>.

The 2008 Growth API, 2008 AYP, and 2008–09 PI reports are released on the APR Web page at <http://www.cde.ca.gov/apr/>.

September 2008

The data review process for LEAs to examine CAHSEE data occurs. LEAs can make changes to demographic data during August and October.

The data review process for LEAs to examine STAR Program data occurs. LEAs have the opportunity to make changes to demographic data through the test contractor during September and October.

The appeals deadline for the 2008 AYP results is September 15.

October 2008

This is the deadline for LEAs to notify AAU and the test contractor if they will have STAR Program or CAHSEE demographic data changes.

Updated 2008 Growth API, 2008 AYP, and 2008-09 PI reports are released. These updated reports will incorporate STAR Program data changes for late-testing LEAs, CAHSEE data corrections made in August, AYP appeal and exception decisions, and CAPA reallocations related to the 1.0 percent cap for LEAs for AYP.

(More information about AYP appeals and exceptions and about AYP CAPA reallocation is located on pages 38 and 41 of the *2007 Adequate Yearly Progress Report Information Guide* on the AYP Web page at <http://www.cde.ca.gov/ayp/>.)

- January 2009** The SBE is tentatively scheduled to determine performance levels for the CMA, grades three through five.
- February 2009** Updated 2008 Growth API, 2008 AYP, and 2008–09 PI reports are released on the APR Web page. These reports will reflect final data corrections made through the test contractor.
- March 2009** The *2008-09 API Reports Information Guide* is posted on the API Web page.
- 2008 Base API reports are tentatively scheduled for release on the API Web page. These reports will include results of the CMA for grades three through five in ELA and mathematics and grade five in science.

For more information about API and AYP reports, trainings, data review, and corrections processes, contact the AAU at 916-319-0863 or by e-mail at aau@cde.ca.gov.

For more information about PI reports and AYP appeals, contact the ERA Unit at 916-319-0875 or by e-mail at evaluation@cde.ca.gov.

Who Receives an API Report?

Schools and LEAs Defined for API Reporting

A school must have a county-district-school (CDS) code, and an LEA must have a county-district (CD) code at the time of testing to receive an API. An LEA, for API reporting, is defined as a school district or a county office of education.

Schools and LEAs That Receive an API Report

Most schools and LEAs receive an API report. Numerically significant subgroups receive APIs as part of a school's or LEA's report.

■ Traditional Schools

All traditional schools, including year-round schools, receive an API, API ranks, and targets.

■ Charter Schools

Charter schools, both direct-funded and locally-funded, receive an API, API ranks, and targets in a school report only.

■ Small Schools

Small schools receive an API with an asterisk, a statewide API rank with an asterisk, and targets. They do not receive a similar schools rank.

Small schools are defined as having between 11 and 99 valid STAR Program scores. Small schools receive an API with an asterisk to denote the greater statistical uncertainty of an API based on a small number of student scores. Small schools also receive a statewide rank with an asterisk to indicate the decile rank into which their APIs would have fallen if they had been included in the ranking system. Although they are small, these schools still can have numerically significant subgroups.

■ Alternative Schools Accountability Model Schools

Schools in the ASAM receive an API for federal NCLB purposes only. They do not receive API ranks or targets.

The ASAM provides state accountability for alternative schools serving high-risk students. These schools include community day, continuation, opportunity, county community, county court, Division of Juvenile Justice, and other

alternative schools that meet criteria set by the SBE. More information about the ASAM is located on the ASAM Web page at <http://www.cde.ca.gov/ta/ac/am/>.

■ Special Education Schools

Special education schools receive an API. They do not receive API ranks or targets.

■ LEAs

LEAs responsible for schools receive an API in order to meet federal NCLB requirements. LEAs do not receive API ranks or targets.

The following chart shows the API elements that are reported for different types of schools and LEAs that receive an API report.

Chart of API Elements Reported

Type of School or LEA	Base API	State-wide Rank	Similar Schools Rank	Growth API	Growth/Change in the API	API Targets	Whether Target Were Met	Sub-group Information
Schools with 100 or more valid scores (includes charter schools)	✓	✓	✓	✓	✓	✓	✓	✓
Schools with 11 to 99 valid scores	✓ with asterisk	✓ with asterisk	--	✓ with asterisk	✓	✓	✓	✓
ASAM schools*	✓	--	--	✓	✓	--	--	✓
LEAs (school districts and county offices of education)*	✓	--	--	✓	✓	--	--	✓

* ASAM schools and LEAs are included in API reporting in order to comply with the requirements of NCLB.

Schools and LEAs That Do Not Receive an API Report

The *California Code of Regulations*, Title 5, requires that the API meet requirements related to validity. A small number of schools and LEAs do not receive an API report as a result of failing to meet validity requirements.

- The LEA notifies the CDE and the Standards and Assessment Office of the CDE confirms that there were testing irregularities at a school affecting five percent or more of students tested.

- The LEA notifies the CDE and the CDE approves the LEA's request that a significant change in the student population has taken place.
- The school's proportion of parental waivers compared to its STAR Program enrollment is greater than 20 percent OR is between 10 and 20 percent and the school's tested population is not representative of its total school population.

Under state law, all students must participate in STAR Program testing unless their parents or guardians have submitted written requests (referred to here as parental opt-outs) to exempt them from the testing (*Education Code* Section 60615).

However, regulations provide for invalidating a school's API if its proportion of parental opt-outs compared to its STAR Program enrollment is equal to or greater than 10 percent, except if the number of parental opt-outs compared to its STAR Program enrollment is equal to or greater than 10 percent but less than 20 percent. In these cases, the CDE will conduct standard statistical tests to see if the school's tested population is representative of the total school population. The school's API is considered invalid if it does not pass the statistical check. Alternatively, the school's API is considered valid if it passes the statistical check, and, in this case, the school would receive an API.

- The school's proportion of the number of test takers in any test used in the API (except end-of-course exams) compared with the total number of test takers is less than 85 percent. This only applies to schools with at least 100 students enrolled in a content area.
- Information is made available to the CDE, and the CDE determines that the integrity of the API has been jeopardized.

Summaries of the *California Code of Regulations* and the *Education Code* relating to what constitutes a valid API are provided on pages 44 and 45. A school or LEA with an invalid Growth API does not meet the API criteria under AYP requirements.

An API report is not produced if the school has fewer than 11 valid scores. The APIs for these schools are calculated for federal AYP purposes but are not shown on the API or AYP report due to privacy considerations.

An API report is not produced if a school or LEA does not have a County-District-School (CDS) or County-District (CD) code for the year of testing. For example, a new school beginning in the 2007-08 school year will not receive a 2007 Base API because it did not have a CDS code at the time of spring 2007 testing. However, it will receive a 2008 Growth API and a 2008 Base API because it would have a CDS code at the time of spring 2008 testing. Information about CDS code assignment is located on the Schools and Districts Web page at <http://www.cde.ca.gov/ds/si/ds/>.

Subgroups

Subgroups for API reporting refer to ethnic/racial, socioeconomically disadvantaged, English learner, and SWD subgroups.

Definitions of Subgroups Used in the API

Terms	Definition
A "numerically significant subgroup" for the API is defined as:	<ul style="list-style-type: none"> 100 or more students with valid STAR Program scores OR <ul style="list-style-type: none"> 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores <p>A subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information.</p>
Subgroups used in API calculations include:	<ul style="list-style-type: none"> African American or Black (not of Hispanic origin) American Indian or Alaska Native Asian Filipino Hispanic or Latino Pacific Islander White (not of Hispanic origin) Socioeconomically Disadvantaged English Learners Students with Disabilities
"Socioeconomically Disadvantaged" is defined as:	<ul style="list-style-type: none"> A student neither of whose parents have received a high school diploma OR <ul style="list-style-type: none"> A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)
"English Learner" is defined as:	<ul style="list-style-type: none"> An English learner (EL), a student who is identified as EL based on results of the California English Language Development Test (CELDT) OR <ul style="list-style-type: none"> A Reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the California Standards Test (CST) in English-language arts (ELA) three times after being reclassified*
"Student with Disabilities (SWD)" is defined as:	<ul style="list-style-type: none"> A student who receives special education services and has a valid disability code OR <ul style="list-style-type: none"> A student who was previously identified as special education but who is no longer receiving special education services for two years after exiting special education*

* These students are not counted in determining numerical significance for the EL or SWD subgroup.

Reclassified Fluent-English-Proficient

In calculating the API for the EL subgroup for a school or LEA, reclassified fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST in ELA three times since reclassification are included in the subgroup API. RFEP students, however, are not counted when determining whether the EL subgroup meets the minimum subgroup size to be numerically significant.

For API calculations, RFEP student records that are blank in the section that indicates whether or not the student scored at the proficient or above level on the CST in ELA three times default to a “yes.” This means that an RFEP student with a blank in that data field does not count in the EL subgroup.

Students with Disabilities

The CDE includes in the SWD subgroup the scores of students who were previously identified under Section 602(3) of the IDEA but who are no longer receiving special education services for two years after exiting these services. Any student record with a Special Education Exit Date after March 15, 2005, is considered to have received special education services within the past two years and is included in the SWD subgroup. These students, however, are not counted when determining whether the SWD subgroup meets the minimum group size to be numerically significant. This rule matches the rule used in AYP calculations.

API Calculation

The next seven sections outline the basic steps for calculating an API and describe the calculation rules and policies. Calculation spreadsheets are provided on the API Web page at <http://www.cde.ca.gov/api/> to show the details of the calculation and provide a way for users to estimate an API. The spreadsheets on the API Web page allow users to input their own data and have their API estimated automatically from that data.

Basic Steps

The following list describes the basic steps to calculate a school, LEA, or subgroup API using STAR Program and CAHSEE results. Follow steps 1 and 2 to determine the appropriate scores to input into the calculation spreadsheets on the API Web page. The spreadsheets will then automatically calculate steps 3 through 7.

1. Apply inclusion/exclusion and adjustment rules to each student test result.
2. Apply API validity criteria (*California Code of Regulations and Education Code* requirements).
3. Convert each test result into a score on the API scale using statewide performance level weighting factors:
 - Advanced = 1000 points
 - Proficient = 875 points
 - Basic = 700 points
 - Below Basic = 500 points
 - Far Below Basic = 200 points
4. Calculate a weighted average of the scores using statewide test weights.
5. Add in the scale calibration factor (SCF).
6. Sum the weighted average of the scores and the SCF to produce the API.
7. For schools or LEAs with grade spans that overlap the SCF categories, a weighted average the APIs of the grade span segments is used to produce the final API.

Inclusion/Exclusion and Adjustment Rules

The SBE and the CDE have established inclusion/exclusion and adjustment rules in order to treat student data as fairly and consistently as possible in API calculations. These rules are applied to the STAR Program and CAHSEE test results as the first preliminary step to calculating an API. In this process, some student records are excluded, and some performance levels are adjusted in order to account for differences that affect test results, such as student mobility, student absence from testing, test administration, and test type. The rules are applied in API calculations for a school, LEA, or subgroup only and do not affect the score report an individual student receives.

An “Inclusion/Exclusion and Adjustment Rules Flow Chart” is provided on pages 27 through 31 to describe the rules and to illustrate the procedures used in applying the rules. The rules encompass three main steps:

1. Using STAR Program student answer documents, determine enrollment on the first day of testing, the number of students tested, and the number of valid scores. **This is done for each school or LEA.**
2. From the valid scores determined in Step 1, apply API adjustments to the STAR Program scores used in the API. **This is done for each content area.**
3. Using CAHSEE student answer documents, determine which records are valid and apply API adjustments to the scores used in the API. **This is done for each content area.**

Tools for Using the Flow Chart

The flow chart includes references to testing codes, CAHSEE census/makeup matching, and mathematics and science adjustments that are considered when applying inclusion/exclusion rules. Reference information is located in separate sections:

- “Testing Codes Considered in API Calculations” is provided on pages 32 and 33.
- “CAHSEE Matching Rules” is provided on page 34.
- “Mathematics and Science Rules” for CSTs is provided on pages 34 through 36.

“Score” in the flow chart refers to a performance level of advanced, proficient, basic, below basic, or far below basic on the CSTs or the CAPA; a national percentile rank (NPR) on the CAT/6 Survey; or pass or not pass on the CAHSEE. Inclusion/exclusion

and adjustment rules for the API may not always match the procedures for determining AYP or generating the STAR Program or CAHSEE summary reports.

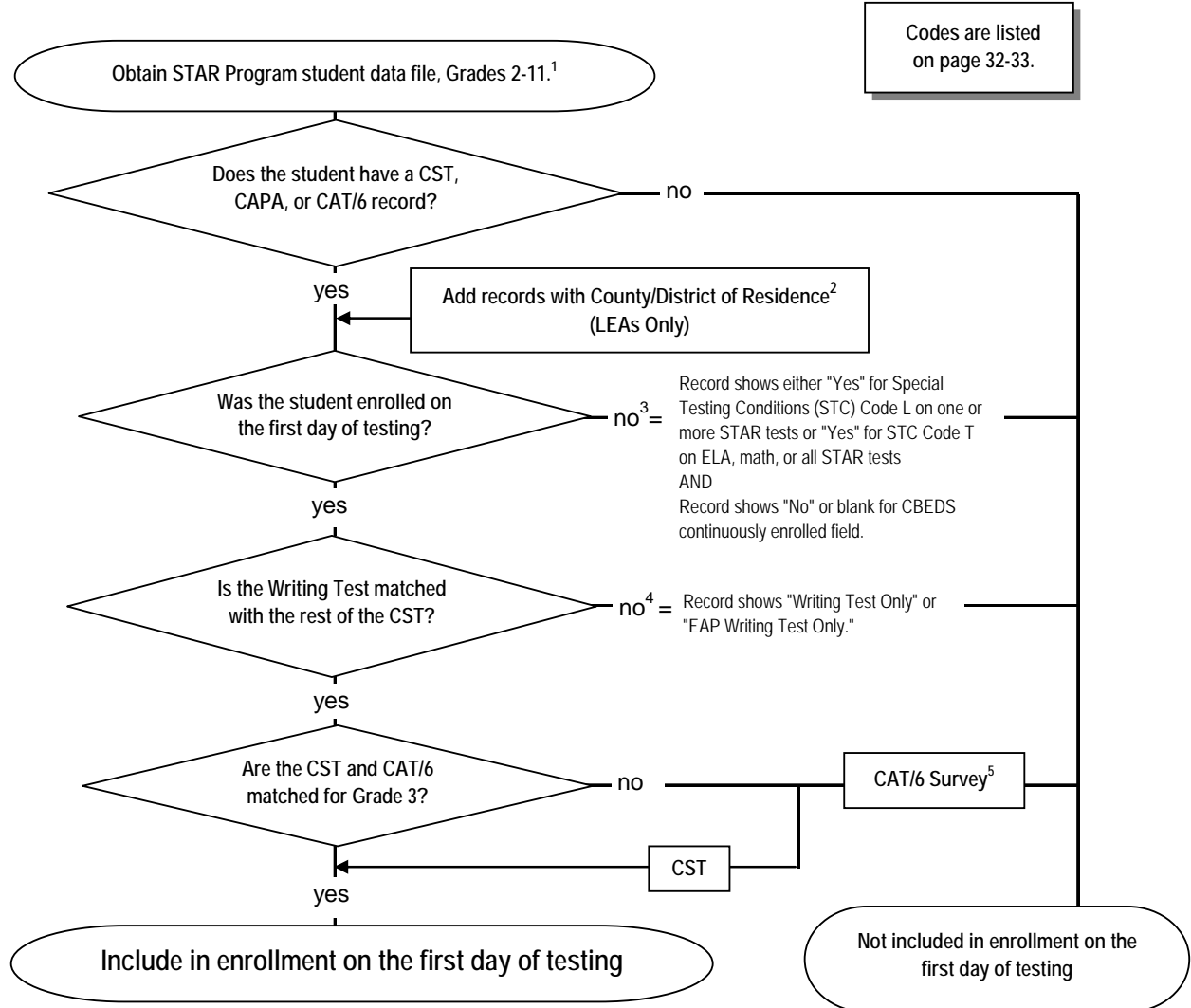
The CMA adjustment was an additional type of inclusion/exclusion requirement applied in the 2007 Base API reports only. The CMA adjustment steps are not included in the flow chart, but a description of the adjustment process is located on pages 37 through 43.

Inclusion/Exclusion and Adjustment Rules Flow Chart

Step 1

Enrollment on the First Day of Testing

For each school or LEA:



¹ Inclusion/exclusion of a student record for enrollment, tested, and valid scores is based on STAR Program records only. Enrollment from CAHSEE is not necessary because STAR Program results normally include an answer document for each student who takes the CAHSEE.

² For LEAs only, a student record with a valid County/District of Residence code and a valid Primary Disability code (other than 000) is included in the county/district of residence for the LEA report if the student's school of attendance (normal county-district-school code) is a special education school. The record is also included in the student's school of attendance.

³ Records with "Yes" for STC Code T on CST in science, history-social science, or CAT/6 Survey are included in enrollment on the first day of testing regardless of the CBEDS continuously enrolled field. ("Continuously enrolled" means the student was enrolled from the CBEDS date through the first day of STAR Program testing.)

⁴ If the record is a grade 4 or 7 writing test or grade 11 EAP writing test only and not matched with the rest of the CST, the unmatched writing test is not counted.

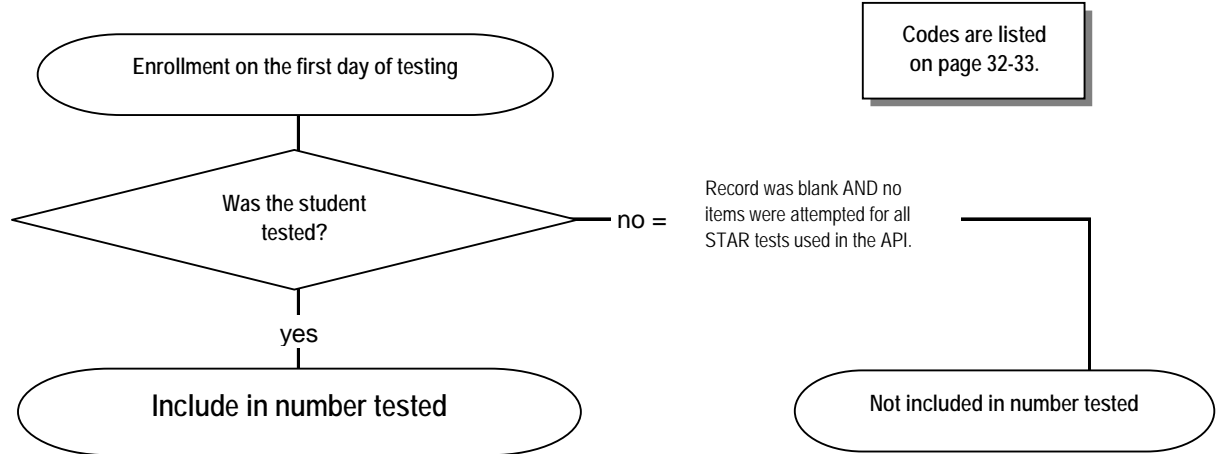
⁵ If the grade 3 CST and CAT/6 Survey are unmatched, only the CST is included in determining enrolled, tested, and valid scores under Step 1 to avoid double-counting in summary results on the API report. However, the two records are included in the API if they meet the other criteria.

Inclusion/Exclusion and Adjustment Rules Flow Chart

Step 1 (continued)

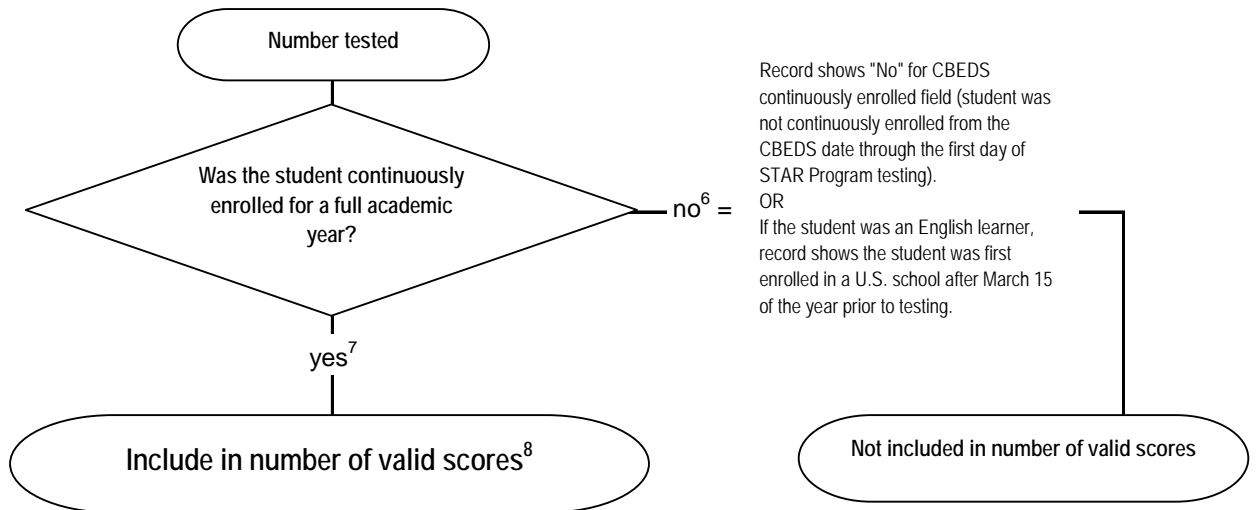
Number Tested

For each school or LEA:



Number of Valid Scores

For each school or LEA:



⁶ If the record shows a blank for continuously enrolled in this instance, the record is counted. Only records marked as "no" are not counted as continuously enrolled for the number of valid scores.

⁷ Mobility Rule: If the student has been continuously enrolled in a **school** from the October CBEDS date to the testing date, the student is counted in the **school** API. If the student has been continuously enrolled in a **school district** from the October CBEDS date to the testing date, the student is counted in the **school district** API. If the record shows a blank for continuously enrolled in this instance, the record is counted.

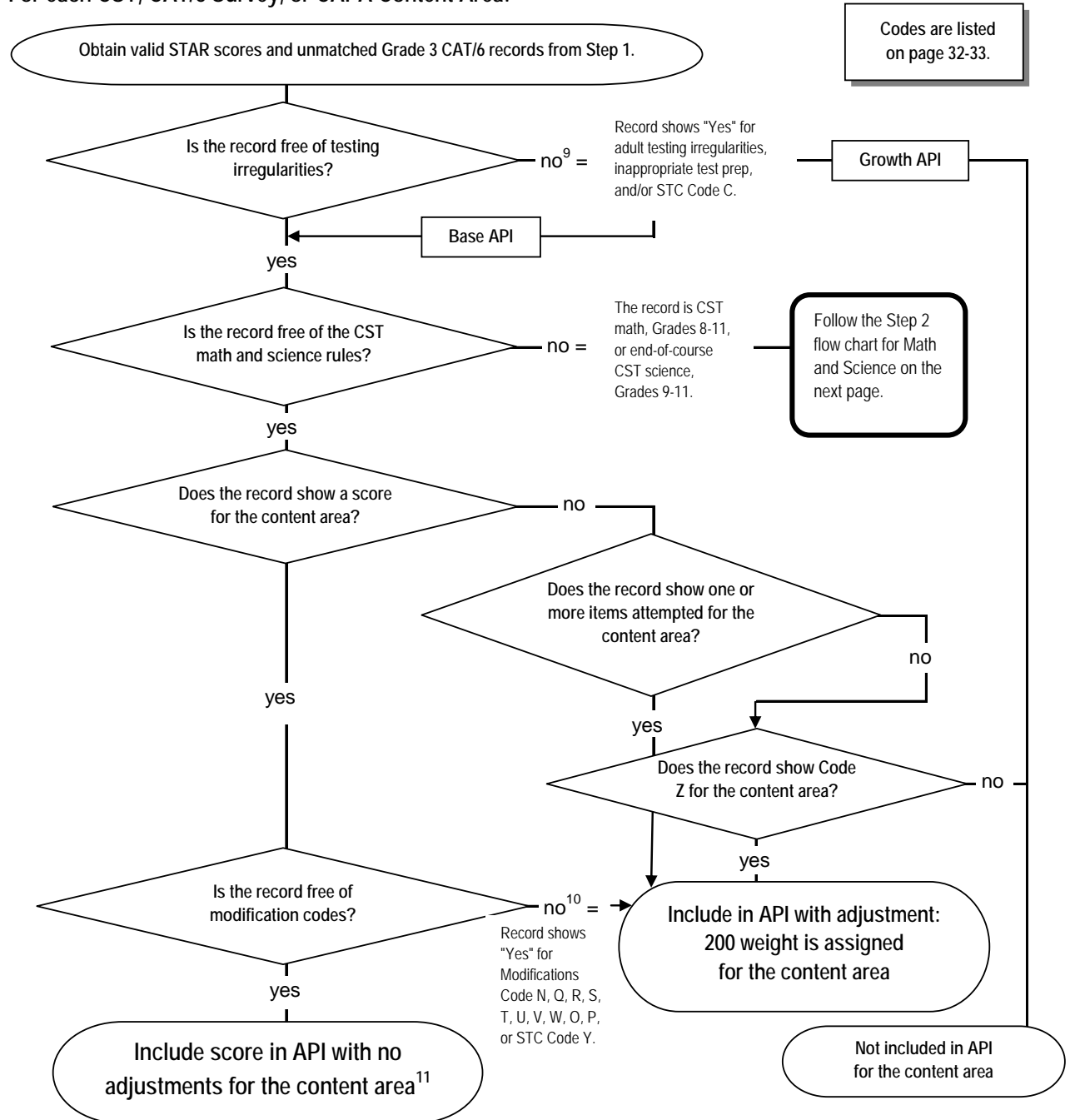
⁸ The number of valid scores is the same as the "Number of Students Included in the API" on the school or LEA API report.

Inclusion/Exclusion and Adjustment Rules Flow Chart

Step 2

API Adjustments - STAR

For each CST, CAT/6 Survey, or CAPA Content Area:



⁹ If the record shows a testing irregularity, it is included in the Base API but is not included in the Growth API.

¹⁰ Modifications Code O or P or STC Code Y can be either an accommodation or modification, depending upon which test is taken (see Codes).

¹¹ If no adjustments are needed, a weight of 200, 500, 700, 875, or 1000 is assigned based upon the score shown on the student record for the content area.

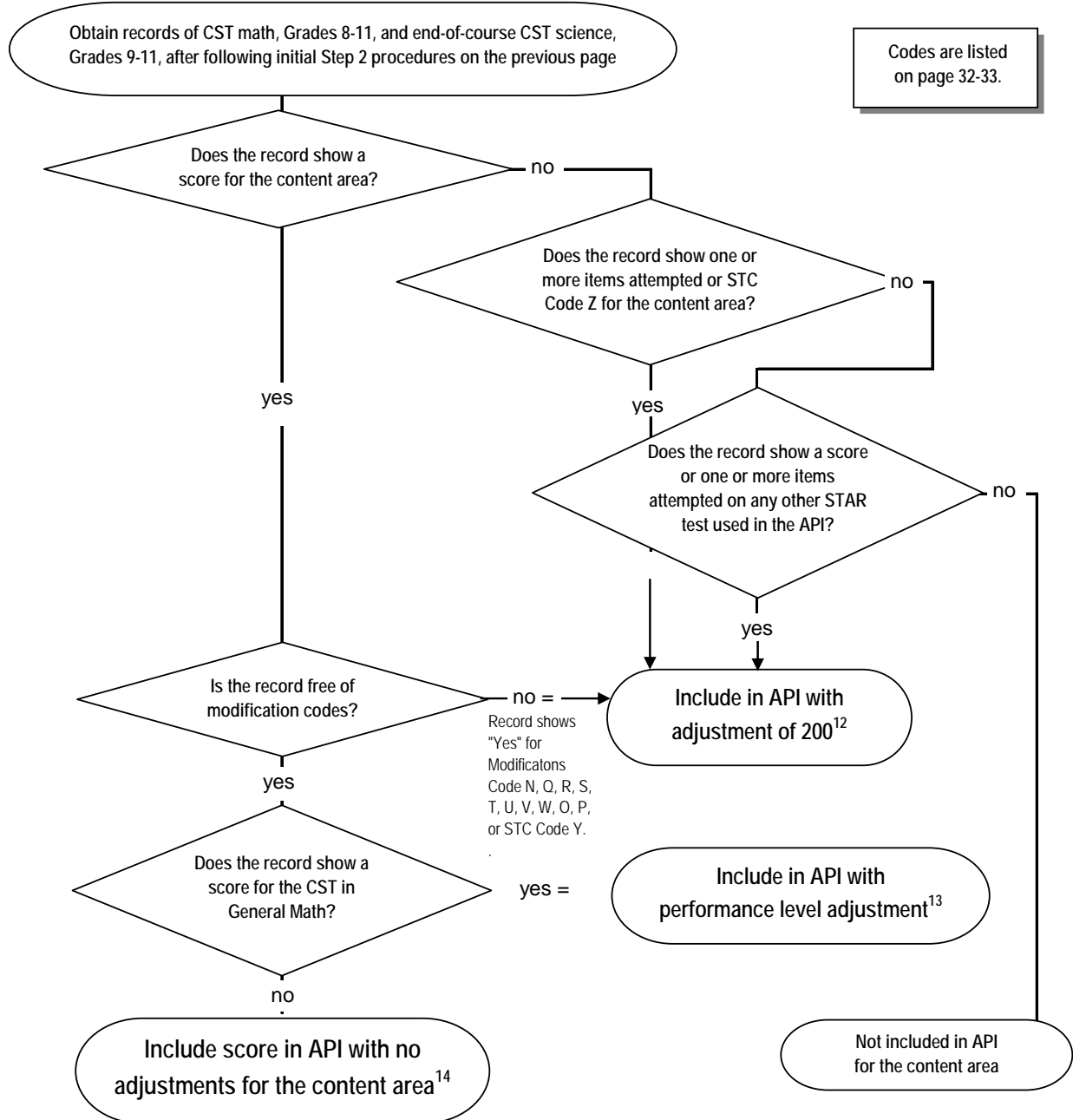
Inclusion/Exclusion and Adjustment Rules Flow Chart

Step 2

(continued)

API Adjustments - Mathematics and Science

For CST in math, Grades 8-11, and end-of-course CST in science, Grades 9-11, only:



¹² If the record shows the student did not take an end-of-course CST in math or science, the record is assigned a 200 weight, called the "assignment of 200," for the content area. A record is also assigned 200 if the student was tested with modifications.

¹³ Performance level adjustment: If the student took the CST in General Math, the API weight is lowered by one performance level for a grade 8 record and two performance levels for a grade 9 record. (A 200 weight is assigned if the record shows the student took the test in grade 10 or 11.)

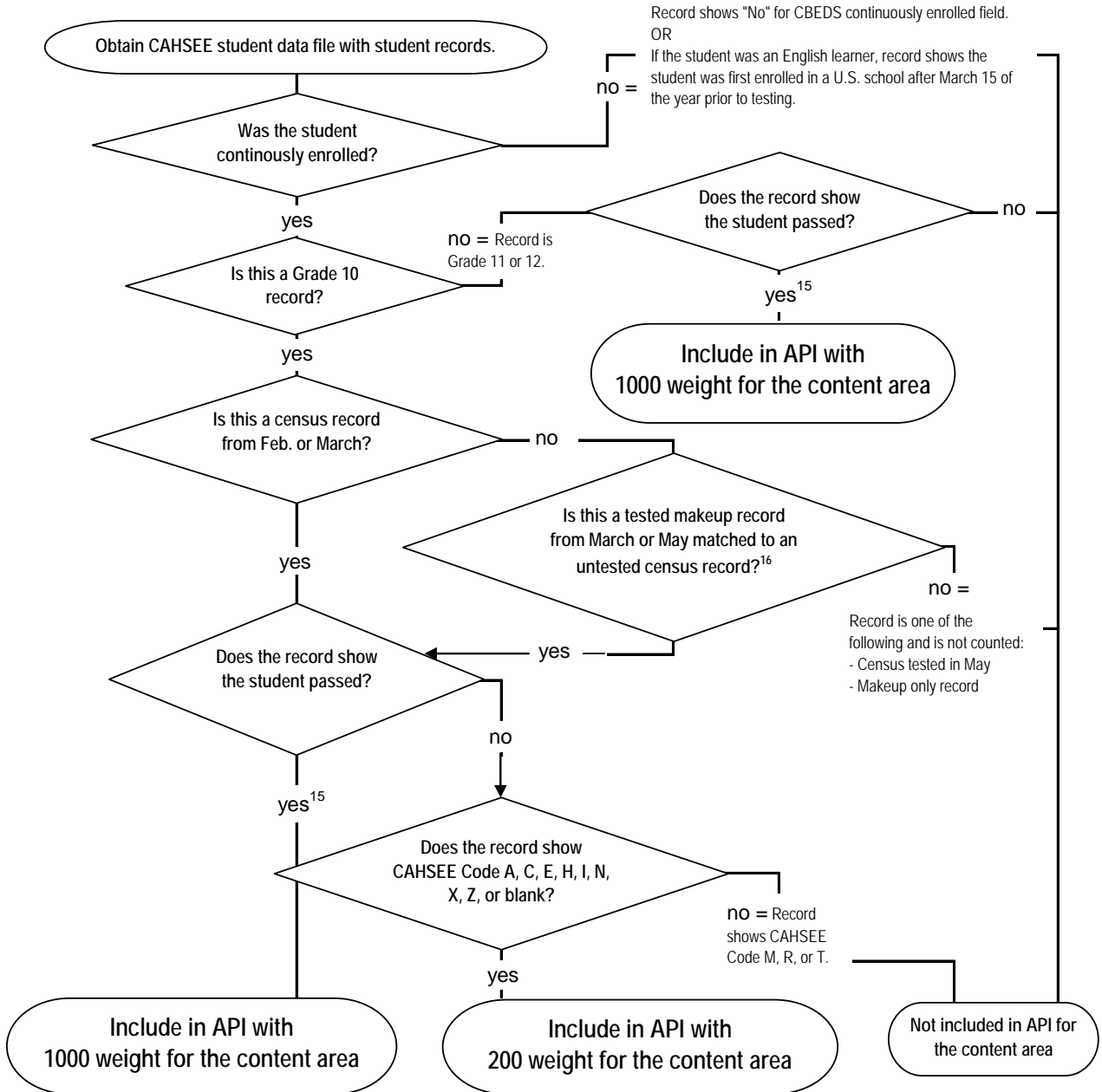
¹⁴ If no adjustments are needed, a weight of 200, 500, 700, 875, or 1000 is assigned based upon the score shown on the student record for the content area.

Inclusion/Exclusion and Adjustment Rules Flow Chart

Step 3

Codes are listed
on page 33.

Valid Records and API Adjustments - CAHSEE For each CAHSEE Content Area:



¹⁵ The student passed the content area if the record shows CAHSEE Code P.

¹⁶ The tested **makeup** record takes the place of the untested **census** record when they are matched by statewide student identifier (SSID). A tested makeup record does not show CAHSEE Code A, E, R, T, or M. An untested census record shows CAHSEE Code A or E. If the student passes on a matched makeup record, the 1000 replaces the 200 given to the absent census record.

Testing Codes Considered in API Calculations

The following listing shows the STAR Program and CAHSEE testing codes that are considered in API calculations. STAR Program accommodations codes are not listed because records with those codes would have no API adjustments.

■ STAR Program Special Conditions Codes

- (A) Absent
- (E) Not tested due to significant medical emergency
A record with this code is treated the same as a record marked as "Absent." Exceptions for medical emergencies are applied only in AYP calculations in accordance with federal No Child Left Behind (NCLB) Act of 2001 requirements.
- (F) Test not complete due to student illness
- (L) Enrolled after first day and was tested
- (M) Took some tests but moved before these tests were administered
- (P) Not tested by parent/guardian request
- (T) Enrolled during testing and tested at previous school
- (Z) Tested but marked no answers

■ STAR Program Modifications Codes

The "Matrices of Test Variations, Accommodations, and Modifications" is provided on the STAR Program Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

- (N) Student used a dictionary
- (Q) Student used a calculator
- (R) Student used an arithmetic table
- (S) Student used math manipulatives
- (T) Student used word processing software with spell and grammar check tools enabled
- (U) Student dictated responses to a scribe that provided all spelling and language conventions
- (V) Student used assistive device that interfered with the independent work of the student
- (W) Student used an unlisted modification

■ STAR Program Accommodations/Modifications Codes

These can be either accommodations or modifications, depending upon which test is taken. If the CST in ELA, CAT/6 Reading, CAT/6 Spelling, or CST Writing

Test shows one or both of these codes, it is considered a modification. For all other tests, it is considered an accommodation.

- (O) Test examiner used Manually Coded English or American Sign Language to present test questions to student
- (P) Test examiner read test questions aloud to the student or used audio CD
This code definition changed in 2008 to “Student used an audio CD.”
- (Z) Student heard test examiner read test questions or text in Writing Prompt aloud (audio CD presentation not used)
This code definition was added in 2008.

Special Testing Conditions Code

- (Y) Questions read aloud
This code definition changed in 2008 to “Document replaces a lost or destroyed answer document.”

■ **Irregularities**

- There were adult testing irregularities (Box A1-Scoring Use Only-Row 1)
- There was inappropriate test preparation (Box A1-Scoring Use Only-Row 1)
- **Special Testing Conditions Code (C)** Student observed cheating

■ **CAHSEE Codes (Grade 10 census only)**

	Code	API Weight
(A)	Absent	200
(C)	Score invalidated (cheating)	200
(E)	Not tested due to significant medical emergency	200
(H)	Pending (on hold or cancelled)	200
(I)	Modified (modification used)	200
(M)	Moved in	Not included in API
(N)	Not passed	200
(P)	Passed	1000
(R)	Previously satisfied requirement	Not included in API
(X)	Not attempted	200
(T)	Tested before	Not included in API
(Z)	Not attempted (0 responses)	200

CAHSEE Matching Rules

CAHSEE census and makeup records have the following matching rules.

- **Rule 1: Same CDS Code; No Matching SSID**

A make-up record with no matching census record for the same CDS code is treated as a census record at the school level.

- **Rule 2: Same District; Different School; No Matching SSID**

A make-up record with no matching census record for the same district is treated as a census record at the district level.

- **Rule 3: Same District; Two Different Schools; Same SSID**

A tested make-up record from School B is matched with an untested census record at School A in the same district. The untested census record is dropped from School A and the make-up record is counted as March census at School B. No district adjustment is needed.

- **Rule 4: Two Different Districts; Same SSID**

A make-up record from District E is matched with an untested census record at a District F. The untested census record is dropped from District F (and from the District F school) and the make-up record is counted as March census at District E (and at the District E school). Both district and school level adjustments are made.

Mathematics and Science Rules

The following rules apply to the CSTs in mathematics and science. These rules do not apply to AYP calculations.

- **CST in General Mathematics**

- **Students in grade eight or nine who took the CST in general mathematics**

The CST in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level for results from the CST in general mathematics is adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one. For grade nine, the performance level of the student record is lowered by two. This rule is illustrated in the mapping chart on pages 35 and 36.

■ Assignment of 200

The SBE adopted a methodology to account for students who do not take end-of-course CSTs in mathematics and science. The methodology, the “assignment of 200,” assigns the lowest value of 200 points (far below basic level) when calculating a school’s API in instances where the student did not take one of these tests.

Rules for CSTs in Mathematics in Grades Eight Through Eleven

To account for students who take no end-of-course CST in mathematics, a 200 is assigned as the performance level weight for any student record without a performance level for CST in mathematics, grades eight through eleven. In this case, a test weight of 0.10 is used in the calculation instead of a test weight of 0.32 (grade eight) or 0.20 (grades nine through eleven) that is otherwise used for a student record showing the student took a CST in mathematics.

If “Unknown,” “Multiple Marks,” or blank for “CST Mathematics Test Taken” is shown on the student record, the content area of the record is included in the API and assigned a weight of 200 using the normal test weight of 0.32 for grade eight or 0.20 for grades nine through eleven.

Rules for CSTs in Science in Grades Nine Through Eleven

To account for students who take no end-of-course CST in science, a 200 is assigned for the performance level weight for any student record without a performance level for any CST in science for grades nine through eleven, which includes the end-of-course CST in science in grades nine through eleven or the CST in life science in grade ten. In this case, a test weight of 0.05 is used in the end-of-course CST in science part of the API calculation instead of a test weight of 0.22 (CST in science, grades nine through eleven) that is otherwise used for a student record showing the student took a CST in science. However, this assignment of 200 rule does not apply to results of a student in grade ten who takes the CST in life science.

If “Unknown,” “Multiple Marks,” or blank for “CST Science Test Taken” is shown on the student record, the content area of the record is included in the API and assigned a weight of 200 using the normal test weight of 0.22.

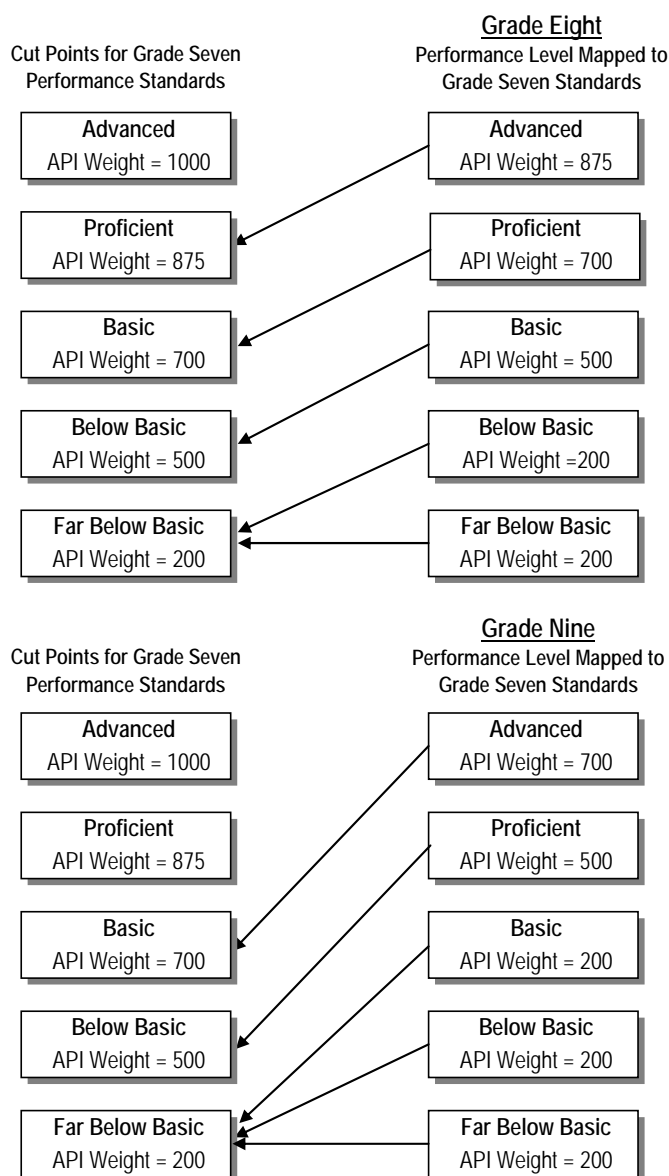
California General Mathematics Standards Test Mapping Chart

The California General Mathematics Standards Test (CST in general mathematics) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The CST in general mathematics is based on state content standards for grades six and seven. To adjust for the difference in grade-level

standards, the API performance level weights for results from the CST in general mathematics were calculated by mapping grades eight and nine performance levels on the CST in general mathematics to the grade seven CST in mathematics performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700. **These rules do not apply to AYP calculations.**

California General Mathematics Standards Test

Grades Eight and Nine Performance Levels Mapped to Grade Seven Performance Standards With Corresponding API Weights



Note: If the student record shows a grade ten or eleven student took the CST in General Mathematics, the performance level is lowered to the lowest level (Far Below Basic, API weight = 200).

CMA Adjustment Steps

This section explains the CMA adjustment procedures that the CDE used when calculating the 2007 Base API. The adjustments were made only for schools and LEAs that administered the CMA in 2008 to their SWD in grades three through five.

■ Why the Adjustment is Needed

In spring 2007, SWD took either the CST or the CAPA. These students would typically be included in the 2007 Base API. In spring 2008, SWD took the CST, CMA, or CAPA. Scores of students who took the CMA, however, are not scheduled to be included in the 2008 Growth API because performance levels will not be available in time for the release in August 2008. This means that if the CDE included all SWD who took the CST or the CAPA in spring 2007 in the 2007 Base API, more SWD would be reflected in the 2007 Base API than in the 2008 Growth API. An adjustment is needed to account for this difference.

■ Overview of Adjustment Procedures

To improve the comparability between the 2007 Base API and the 2008 Growth API, the CDE adjusted the 2007 Base API by removing records of SWD. CMA estimates of materials ordered were used to determine the maximum number of student records for exclusion from the 2007 Base API and were based on one of the following:

- The number of CMA test booklet orders submitted to Educational Testing Service (ETS) by LEAs as of February 15, 2008,
- OR
- The revised estimate of CMA test takers, if LEAs submitted revisions to the CDE via an online system as of March 28, 2008.

Accurate CMA estimates help ensure that an over- or under- adjustment of the 2007 Base API is not made for schools.

Over-adjustment to the 2007 Base API (taking out too many student records)

This could result in a higher 2007 Base API because many low-performing students may be taken out of the calculations. This would make it difficult for schools to meet 2008 growth targets because growth would appear to be minimal or even negative when compared to the higher 2007 Base API.

Under-adjustment to the 2007 Base API (taking out too few student records)

This could result in a lower 2007 Base API, and in turn, statewide and similar schools ranks could be adversely affected.

■ Step-by-Step CMA Adjustment Process

The adjustment procedure is based on the number of CMA test booklets or test takers in each grade level. Regardless of how many content specific CMA tests an individual student took, the individual student was counted as one test taker for 2007 Base API adjustment purposes.

A seven-step process was required to determine the number of student records to exclude from the 2007 Base API. **Each step of the process was done for each grade level at each school.**

Step 1: Using 2007 CST-ELA information, identify SWD for possible exclusion.

Identify student records for possible exclusion based on the following rules:

- First, identify SWDs who took the CST in ELA with modifications and scored far below basic or below basic.
- Next identify SWDs who took the CST in ELA without modifications and scored far below basic or below basic.

SWD for this purpose is defined as student records showing a valid Primary Disability code (other than 000). SWD who are no longer receiving special education services are not included in the CMA adjustment calculations. This definition is different from the definition used in determining numerically significant subgroups for API and AYP.

Step 2: Using 2007 CST in mathematics information, identify SWD for possible exclusion.

Using 2007 CST in mathematics information, follow the procedures outlined in Step 1.

Step 3: Rank order each record for ELA and mathematics separately.

Within each group (i.e., SWD who took the CST with modifications and SWD who took the CST without modifications), order records from lowest to highest scale score. This is done separately for ELA and mathematics. SWD who took the test with modifications are ordered first, followed by SWD who took the test without modifications.

The table on the following page shows an example for grade five of how student records are ordered from lowest to highest scale score within modification status.

Example of Ordering Records from Lowest to Highest Scale Score

Grade 5

CST in ELA				CST in Mathematics			
Student	Scale Score	Modifications Status		Student	Scale Score	Modifications Status	
		With	With-out			With	With-out
A	151	✓		C	152	✓	
B	175	✓		B	182	✓	
C	202	✓		A	215	✓	
D	149		✓	E	138		✓
E	163		✓	G	147		✓
G	172		✓	F	163		✓
H	195		✓	H	203		✓
F	201		✓	D	No score		✓

Although student C has a higher scale score than students D through H in ELA, student C is ordered first because student C took the CST with modifications, and students D through H took the CST without modifications.

Next, apply rank orders to each student record identified for possible exclusion, one for ELA and one for mathematics. For example, if the following eight students are identified for possible exclusion at a particular school, the following rank orders are applied to each record.

Example of Applying Rank Orders

Grade 5

CST in ELA					CST in Mathematics				
Student	Rank Order	Scale Score	Modifications Status		Student	Rank Order	Scale Score	Modifications Status	
			With	With-out				With	With-out
A	1	151	✓		C	1	152	✓	
B	2	175	✓		B	2	182	✓	
C	3	202	✓		A	3	215	✓	
D	4	149		✓	E	4	138		✓
E	5	163		✓	G	5	147		✓
G	6	172		✓	F	6	163		✓
H	7	195		✓	H	7	203		✓
F	8	201		✓	D	No rank	No score		✓

Students without a 2007 CST test result or students with a score of basic or above in one content area are not given a rank in that content area. A student without a rank in a specific content area is not considered for possible exclusion for that content area. Student D is not given a rank in mathematics because the student has no mathematics score. This student may not have taken the CST in

mathematics or the student may have scored basic or above. While the student may still be considered for possible exclusion in ELA based on the rank number 4, student D cannot be identified for possible exclusion in mathematics.

If two students within the same modification status have the same scale score, the older student is ranked first. If a student is missing a birth date, the student is treated as the youngest student. The table below shows an example of “breaking ties.” Students I and J are ranked before student K because students I and J are older. Students with missing or incomplete birth dates are ranked last. In the event that two students have the same scale scores and the same date of birth, the student with the lowest Statewide Student Identifier (SSID) is ranked first. Student I would be ranked before student J, because student I has a lower SSID. Students with missing (not invalid) SSIDs are ranked last, if needed, to break a tie.

Example of “Breaking Ties”

Grade 5

Student	SSID	Birth Date	Scale Score
I	1234	1/18/1999	299
J	1235	1/18/1999	299
K	1236	10/11/1999	299

Step 4: Merge the ELA and Mathematics files by SSID.

This step is necessary to have a complete file with ELA and mathematics rankings. Step 4 simply merges the ELA and mathematics files by SSID. It is important to note that not every student will have an ELA and mathematics rank. Some students will have a rank for ELA only, some students will have a rank for mathematics only, and some students will have a rank for both ELA and mathematics. The table below shows an example of a merged file, which includes both ELA and mathematics information, in SSID order.

Example of a Merged File

Grade 5

Student	SSID	ELA Rank Order	Mathematics Rank Order
C	1231	3	1
G	1232	6	5
F	1234	8	6
B	1235	2	2
H	1236	7	7
A	1237	1	3
D	1238	4	No Rank
E	1239	5	4

Step 5: Order the student records using both ELA and Mathematics rankings.

The student records are put in rank order taking into account the ranks of each student in ELA and mathematics. The table below shows an example of how the student records are ordered using both ELA and mathematics rankings.

Example of Ordering Using ELA and Mathematics Ranks

Grade 5

Student	ELA Rank	Mathematics Rank	Lowest Rank
A	1	3	1
C	3	1	1
B	2	2	2
E	5	4	4
D	4	No Rank	4
G	6	5	5
F	8	6	6
H	7	7	7

Records with the lowest rank numbers in either content area are ordered first. For example, records with a rank number of 1 in either content area come first in the ordering process, followed by records with a rank of 2, then 3 and so on. In the table above, students A and C both have a rank of 1 in at least one content area. Student A has a rank of 1 in ELA, and student C has a rank of 1 in mathematics. Therefore, these two student records are ordered before the others. Student A is ranked first because ELA is ranked first in a tie between ELA and mathematics.

Specifically, students A and C have the same rank order combination between ELA and mathematics (i.e., a 1:3 combination) although in different content areas. This is another example of “breaking ties.” To determine the record order, the record with the lower rank number in ELA is ranked first. In the above example, student A’s record is ordered before student C’s record because student A has a rank of 1 in ELA.

If two records have the same rank, but only one of the records has ranks in both content areas, the record with ranks in both content areas is ordered first. For example, examine the records of students E and D from the table above. In this case, student E has a rank of 4 in mathematics, and student D has a rank of 4 in ELA. Student E is ranked before student D because student E also has a rank in ELA.

Additionally, in examining two records, the record with the lowest rank between the two content areas always should come first for exclusion. For example, examine the two student records in the table on the next page.

Example of Choosing Record Order

Grade 5

Student	ELA Rank	Mathematics Rank
X	5	4
Y	4	8

In this example, student X has a rank of 4 in mathematics, and Student Y has a rank of 4 in ELA. These two records, therefore, “cancel” each other out. To determine which record should be ordered first, the ELA rank for student X and the mathematics rank for student Y are compared. In this case, because student X has an ELA rank of 5 (which is less than student Y’s mathematics rank of 8), student X’s record is ordered first, and student Y’s record is ordered next.

Step 6: Exclude student records up to the CMA estimate.

Identify the student records up to the CMA estimate for each grade level (grades three through five) to determine which test scores are excluded. For example, if a school CMA estimate in a particular grade level equals seven, then only seven test takers are identified for exclusion.

Once all test takers for a grade are identified for possible exclusion, examine each record by content area. While at least one content area is excluded for each test taker, the exclusion of the second content area will only take place if the rank number for that content area is equal to or less than the number of test takers excluded for that grade. For example, examine the records in the following table.

Example of Identifying Records for Exclusion

Grade 5

Number of			
1	A	1	3
2	C	3	1
3	B	2	2
4	E	5	4
5	D	4	No Rank
6	G	6	5
7	F	8	6
8	H	7	7

Records Excluded (n = 7)

Seven test takers are examined for possible exclusion. Among these seven records, only students A, C, B, E, and G have both ELA and mathematics records excluded because the ranks for those content areas are 7 or less. Student D has only the ELA record excluded because mathematics has no rank. Student F has only the mathematics record excluded because ELA has a rank of 8 (which is greater than the number of test takers excluded). Student H has no

records excluded because the cutoff is seven test takers, and student H is the eighth test taker in this process. This method reflects a conservative approach in identifying records for exclusion.

Step 7: Exclude records for grade five CST in science.

Records are removed from grade five CST in science only if they are also removed for both ELA and mathematics. The table below shows an example of those records that would be excluded for CST in science. This method also reflects a conservative approach in identifying records for exclusion.

Example of Excluding CST in Science Records
Grade 5

Student	Test Excluded (ELA/Mathematics)	Science Excluded
A	Both	Yes
C	Both	Yes
B	Both	Yes
E	Both	Yes
D	ELA Only	No
G	Both	Yes
F	Mathematics Only	No

CMA Adjustment Contacts

Further assistance regarding the CMA adjustment can be obtained through the following contacts.

- Questions about the CMA adjustments to the 2007 Base API should be addressed to the AAU at 916-319-0863 or by e-mail at aau@cde.ca.gov.
- Questions about the CMA test blueprints and CMA participation criteria should be addressed to the STAR Program Office at 916-445-8765 or by e-mail at star@cde.ca.gov.
- Questions regarding CMA guidance for IEP teams should be addressed to Jill Larson, Consultant, Assessment, Evaluation and Support Unit, Special Education Division, at 916-323-7192 or by e-mail at jl Larson@cde.ca.gov or Meredith Cathcart, Consultant, Assessment, Evaluation and Support Unit, Special Education Division, at 916-327-0839 or by e-mail at mcathcar@cde.ca.gov.
- Questions about CMA test booklet orders should be addressed to the STAR Technical Assistance Center at 800-955-2954 or by e-mail at star@ets.org (Outside Source).

Valid API Criteria

In addition to the inclusion/exclusion and adjustment rules, the API also must meet regulations related to validity. If the criteria listed below are not met, the API is not reported. A section of the *California Code of Regulations*, Title 5, is summarized below and lists the reasons for invalidating an API. These regulations were adopted by the SBE in November 2001.

API Regulations for Determining a Valid API

Summary of Selected Subsections of Section 1032 <i>California Code of Regulations</i> , Title 5, Division 1, Chapter 2, Subchapter 4, Article 1.7		Number of Years Invalid API
Section 1032 (d)	<p>A school's API shall be considered invalid under any of the following circumstances:</p> <ol style="list-style-type: none"> (1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5 percent or more of pupils tested. (2) The local educational agency notifies the department that the API is not representative of the pupil population at the school. (3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable. (4) The school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent). (5) In any content area tested pursuant to Education Code Sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test takers in each content area (i.e., 84.99 percent is not 85 percent). <p>Note: This rule applies only if the school has 100 or more students enrolled in each content area prior to or on the CBEDS data collection date. This rule does not apply to the CST in world history, which is an end-of-course test.</p>	<p>2</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p>

Summary of Selected Subsections of Section 1032 (continued)		Number of Years Invalid API
<i>California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 4, Article 1.7</i>		
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

Education Code Provisions for Invalidating an API

In addition to state regulations, California's *Education Code*, Section 52052(f)(2), also allows the State Superintendent of Public Instruction to invalidate an API for specific reasons.

Performance Level Weighting Factors

The performance level weighting factors are applied after the inclusion/exclusion, adjustment, and validity rules have been applied. Performance level weighting factors are used to assign an API unit of measure across all test results used in the API calculations.

Students' performance levels on the CSTs or CAPA, national percentile ranks (NPRs) on the CAT/6 Survey, and pass/no pass scores on the CAHSEE are assigned a performance level weighting factor, as shown in the table below. A scale score of 350 or more on the CAHSEE is considered passing. The weights are assigned in API calculations for a school, LEA, or subgroup only and do not affect the score report an individual student receives.

Test Scores and Performance Level Weighting Factors

CST or CAPA Performance Level	CAT/6 Survey Performance Band	CAHSEE Score	Performance Level Weighting Factor Assigned
Advanced	80–99th NPR	Pass	1000
Proficient	60–79th NPR	N/A	875
Basic	40–59th NPR	N/A	700
Below Basic	20–39th NPR	N/A	500
Far Below Basic	1–19th NPR	No Pass	200

NPR = National Percentile Rank

The performance level weighting factors were established as a progressive weighting method to encourage schools to provide additional support to low-performing students. The follow table illustrates the effects of progressive weighting.

Progressive Weighting

CST or CAPA Performance Level	CAT/6 Survey Performance Band	Performance Level Weighting Factor Assigned	Point Gain for Movement
Advanced	80–99th NPR	1000	$1000 - 875 = 125$
Proficient	60–79th NPR	875	$875 - 700 = 175$
Basic	40–59th NPR	700	$700 - 500 = 200$
Below Basic	20–39th NPR	500	$500 - 200 = 300$
Far Below Basic	1–19th NPR	200	N/A

The “Point Gain for Movement” column shows that moving students from the far below basic performance level to the below basic performance level will result in greater API growth than moving students from below basic to basic. This is because the weighting factor for the API increases by a greater increment (shown as point gain for movement) between the far below basic level and the below basic level (e.g., an increase of 300 points) than for any other increase (e.g., 200, 175, and 125). This suggests that a greater API gain can occur through the improvement of the lowest performing students in the school.

Test Weights

Test weights are applied after the API weighting factors are assigned. Test weights are fixed, statewide weights applied according to the type of test included in the API and according to grade span: two through eight and nine through eleven. Because they are fixed, test weights are the same for all school, LEA, or subgroup APIs and are the same for the Base and Growth APIs within a reporting cycle. The SBE is responsible for adopting test weights. Test weights are applied to each student test record in the calculation rather than to total test results of a school, LEA, or subgroup. The weights are applied in API calculations only and do not affect the score report an individual student receives.

Test Weights, Grade Levels 2–8

Content Area	2007-08 API Test Weights
CST/CAPA in ELA, Grades 2-8	0.48
CST/CAPA in Mathematics, Grades 2-8	0.32
CST in Science, Grade 5	0.20
CST in History-Social Science, Grade 8	0.20
NRT Reading, Grades 3 and 7	0.06
NRT Language, Grades 3 and 7	0.03
NRT Spelling, Grades 3 and 7	0.03
NRT Mathematics, Grades 3 and 7	0.08
CST in Science, Grade 8	0.20
Assignment of 200, CST in Mathematics, Grade 8	0.10

Note: Test weights are not shown as percentages and do not total 1.00.

Test Weights, Grade Levels 9-12

Content Area	2007-08 API Test Weights
CST/CAPA in ELA, Grades 9-11	0.30
CST/CAPA in Mathematics, Grades 9-11	0.20
CST in Science, Grades 9-11	0.22
CST in Life Science, Grade 10	0.10
CST in History-Social Science, Grades 9-11	0.23
CAHSEE ELA, Grades 10-12	0.30
CAHSEE Mathematics, Grades 10-12	0.30
Assignment of 200, CST in Mathematics, Grades 9-11	0.10
Assignment of 200, CST in Science, Grades 9-11	0.05

Notes: For CAHSEE, grades 11 and 12 are counted only if the student passed. Test weights are not shown as percentages and do not total 1.00.

Test Weights and Content Area Weights

The test results used in calculating an API have different relative emphases for each school or LEA. The amount of schoolwide or LEA-wide emphasis each content area has in the API is called the content area weight. Content area weights are determined according to the statewide test weights applied and the number of valid scores included in the API for each type of test. A school's or LEA's content area weights are not needed in calculating the API, but they are provided on the API reports for information only so that each school and LEA can view the overall emphases specific to their school or LEA. Content area weights do not affect the score report an individual student receives.

The table on the next page describes the key differences between test weights and content area weights used in calculating an API for a school, LEA, or subgroup.

Comparison of Test Weights and Content Area Weights

Question	Test Weights	Content Area Weights
Same weights for school, LEA, or subgroup APIs?	Yes. The test weights were set by the SBE and are the same for all school, LEA, and subgroup APIs. Test weights are applied according to the grade levels tested. Grade levels 2-8 have one set of weights, and grade levels 9-12 have a different set of weights.	No. The content area weights may vary among school, LEA, and subgroup APIs depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data. Subgroup content area weights are not included in API reports.
Same weights for 2007 Base API and 2008 Growth API?	Yes. The test weights are the same in an API reporting cycle. The weights for the 2007 Base API are the same weights that are used for the 2008 Growth API.	No. The content area weights may vary slightly between the 2007 Base API and 2008 Growth API for the same reasons as the first answer above.
Do the weights total 100 percent?	No. The test weights are not shown as percentages and do not total 1.00.	Yes. The content area weights for a school or LEA total 100 percent.

Scale Calibration Factors

To accommodate the CMA adjustment, the grade span categories for the scale calibration factors (SCFs) changed from three to six. The new grade span categories and SCFs for the 2007-08 reporting cycle are:

2007-08 API Scale Calibration Factors

Grade Levels	SCF
Grade 2	28.33
Grades 3-5 Students with Disabilities Only	-17.13
Grades 3-5 Students with Disabilities Not Included	28.31
Grade 6	28.32
Grades 7-8	40.84
Grades 9-12	16.91

Student with Disabilities (SWD) for the SCF is defined as student records that show a valid Primary Disability code (other than 000). SWD who are no longer receiving special education services are not included in the SCF calculations. This definition is different from the definition used in determining numerically significant subgroups for API and AYP.

SCFs are the same within each API reporting cycle; therefore, the SCFs for the 2007 Base API are the same as the SCFs for the 2008 Growth API.

Purpose of the SCF

The purpose of the SCF is to preserve the API scale and maintain consistency in the statewide average API from one reporting cycle to the next. The SCF provides a positive or negative adjustment to each API each year.

The SCF for a grade span is the difference between the statewide average Growth and Base APIs for that grade span for the same year's test data. For example, the SCF for grade two is calculated by subtracting the statewide 2007 Base API for grade two from the statewide 2007 Growth API for grade two, which is 28.33 in this case. This SCF would be added to a school's, LEA's, or subgroup's API calculation for grade two. The other SCFs would be calculated and used in the same way for the other grade span categories. When calculating the SCFs shown above, however, the CDE excludes some schools (e.g., those in the ASAM, small schools, and schools with data problems).

Although the SCF maintains the consistency in the statewide average API, it does not preserve comparability across reporting cycles. As a result, the SCF does not allow for

comparisons of school, LEA, or subgroup APIs across reporting cycles.

Bridge Schools or LEAs

Some schools or LEAs (referred to as “bridge schools or LEAs”) have grade spans that overlap the SCF categories. In these cases, the API is the weighted average of the APIs for the grade span segments, weighted by the total test weight for students with valid STAR Program scores in the segments. For example, the API for an LEA with kindergarten through grade twelve is the weighted average of the APIs of all of the SCF grade span segments. The API for a school with kindergarten through grade five is the weighted average of the APIs of the applicable SCF grade span segments: grade two, grades three through five (SWD only), and grades three through five (SWD not included).

API Targets

Growth targets are established in the Base API report for schools and for numerically significant subgroups in the school. Although API reports are provided for LEAs in order to meet federal requirements under NCLB, LEAs do not have API growth targets.

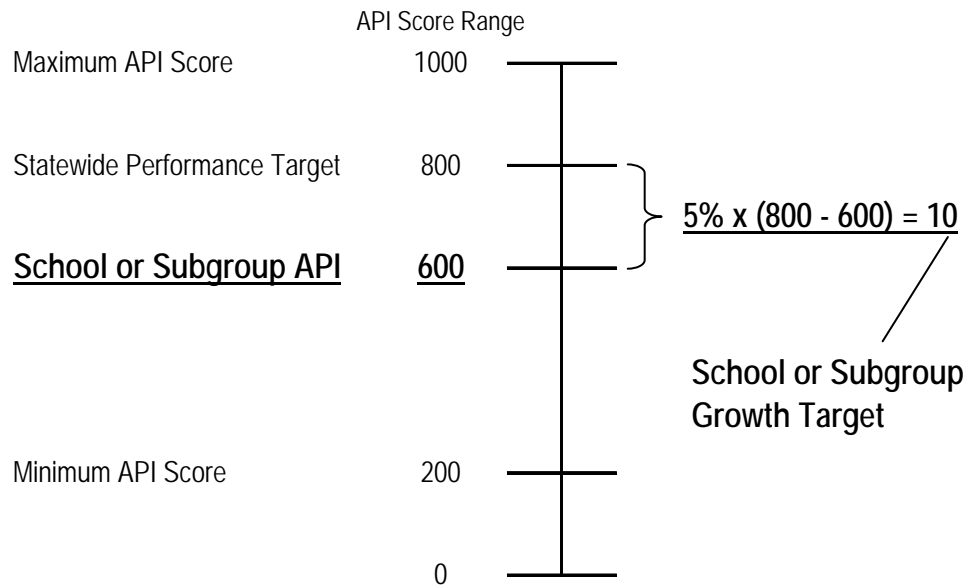
Statewide API Performance Target

The SBE is responsible for establishing an API statewide performance target. The SBE has established an API score of 800 as the target to which all schools should aspire. The scale for the API ranges from 200 to 1000.

School and Subgroup API Growth Targets

To meet all state API growth target requirements, a school and each numerically significant subgroup in the school must meet its growth target each year. The annual API growth target is calculated in the same way for a school or for a subgroup. The minimum target is five percent of the difference between the school's or subgroup's Base API and the statewide performance target of 800 until the API approaches 800.

Example of API Growth Target



The specific API growth target requirement for a school or numerically significant subgroup is defined as follows:

Chart of School and Subgroup Growth Target Requirements

Growth Target:	Schoolwide or Subgroup Base API:			
	200 to 690	691 to 795	796 to 799	800 or more
Schoolwide or Subgroup	5% difference between Base API and 800	5-point gain	796 4-point gain 797 3-point gain 798 2-point gain 799 1-point gain	Maintain 800 or more

Growth targets are rounded to the nearest whole number. API growth targets under state requirements are different from targets for meeting federal AYP requirements.

A subgroup must be numerically significant in both the Base year and Growth year in an API reporting cycle to have subgroup growth and target information. A subgroup Growth API, however, is posted even if a subgroup had no prior year Base API or was not numerically significant for the prior year in order to meet NCLB requirements. In this case, growth targets and actual growth are not appropriate and, therefore, are omitted from the reports.

Differences in State and Federal Accountability Target Criteria

The API is used in both state and federal accountability criteria, but the requirements for the API vary. In order to meet its API growth target under current state requirements, a school must increase its API score by five percent of the difference between the school API and 800 or maintain its API score at or above 800. In order to meet the API indicator in AYP, however, a school or LEA must attain a minimum API or API growth of at least one point.

API Growth

Growth in the API is calculated by subtracting the Base API from the Growth API within a reporting cycle. The following example shows this calculation for the school overall and for each numerically significant subgroup at the school for the 2007-08 API reporting cycle.

Example of 2007-08 API Growth

Groups	2007 Base API	2008 Growth API	2007-08 API Growth	2007-08 Growth Target	Met Growth Target?
Schoolwide	700	720	20	5	Yes
Subgroups					
African American	730	740	10	5	Yes
Asian	810	800	-10	A	Yes
Hispanic or Latino	680	686	6	6	Yes
White	750	754	4	5	No

The “2007-08 API Growth” column shows the amount of actual growth in the API from 2007 to 2008. The “2007-08 Growth Target” column shows the target goal for the API to grow between 2007 and 2008 testing. An “A” in this column means the school or subgroup had a 2007 Base API at or above the statewide performance target of 800. In these cases, the school or subgroup target is to maintain an API of 800 or above. The growth target for the African American subgroup and for the White subgroup is five points because the minimum growth target is five points until the Base API approaches 800. The last column shows whether or not the school and subgroups met their growth targets.

To meet all of its API targets, a school must meet or exceed its schoolwide growth target and each numerically significant subgroup at the school must meet or exceed its subgroup growth target.

Meeting or Not Meeting State API Growth Targets

The API is used in meeting state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School, National Blue Ribbon School, or Title I Academic Achievement Award School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the Base API, it may be identified for participation in state intervention programs, which are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

Interventions

Schools that do not meet state API growth target requirements may be subject to new or continued intervention programs, including the High Priority Schools Grant Program (HPSGP) and/or the Quality Education Investment Act (QEIA). For more information about these requirements and programs, contact the High Priority Schools Office of the CDE at 916-324-3236 or refer to the High Priority Schools Web page at <http://www.cde.ca.gov/ta/lp/hp/>.

Awards

Schools or teachers teaching in schools that meet certain API requirements can apply for various recognition or awards programs. For more information on these programs, contact the following offices:

■ Schools

Distinguished School Awards California School Recognition Program

Policy and Evaluation Division
California Department of Education
916-319-0866
<http://www.cde.ca.gov/ta/sr/cs/>

NCLB National Blue Ribbon Schools Program

Policy and Evaluation Division
California Department of Education
916-319-0415
<http://www.cde.ca.gov/ta/sr/br/>

Title I Academic Achievement Awards Program

Accountability and Improvement Division
California Department of Education
916-319-0630
<http://www.cde.ca.gov/ta/sr/aa/>

California Schools To Watch—Taking Center Stage Model Middle School Program

Secondary, Postsecondary, and Adult Leadership Division
California Department of Education
916-322-1892
<http://www.cde.ca.gov/ci/gq/mq/stw.asp>

Governor's Performance Awards Program

Policy and Evaluation Division
California Department of Education
916-319-0863
<http://www.cde.ca.gov/ta/ac/pa/>

Funding for the Governor's Performance Awards Program, established under the PSAA of 1999, is currently unavailable.

■ Teachers**Extra Credit Teacher Home Purchase Program**

California Debt Limit Allocation Committee
California State Treasurer's Office
916-653-3255
<http://www.treasurer.ca.gov/cdlac/extracredit/extracredit.asp> (Outside Source)

API Ranks

California's *Education Code* Section 52056(a) requires API ranking of schools. Key features of API ranks include the following:

- Ranks are established by deciles. Deciles are ten categories of equal size from ten (highest) to one (lowest).
- Two types of API ranks are reported, a statewide rank and a similar schools rank. A school's Base API is used to determine its rank. This is done separately for elementary, middle, and high schools.
- API ranks are reported in the Base API reports.
- A school's rank may improve when its API score increases, depending upon whether the APIs of all other schools increase.
- All LEAs, special education centers, and ASAM schools receive APIs but do not receive ranks.
- Small schools having between 11 and 99 valid STAR Program scores receive a statewide rank with an asterisk only. These small schools are not included in calculating ranks for non-small schools but receive statewide ranks with an asterisk to indicate the rank into which their APIs would have fallen if they had been included in the ranking system. These schools do not receive similar schools ranks.

The following table summarizes the API ranking system:

Statewide API Ranks Compared with Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
<ul style="list-style-type: none"> ■ Calculated separately by school type (elementary, middle, high school) ■ School's API compared to all other schools in the state of the same type 	<ul style="list-style-type: none"> ■ Calculated separately by school type (elementary, middle, high school) ■ School's API compared to 100 other schools of the same type with a mix of similar demographic characteristics

School Type for API Purposes

State law requires that the statewide and similar schools ranking for the API include three categories: elementary, middle, and high. As a result, school type designations of elementary, middle, and high impact the calculations of the decile ranks. They do not impact the calculation of a school's API score for the Base or the Growth since that is determined according to test weights rather than school type.

How School Type is Determined

This section describes the basic steps the CDE uses in determining school type for API reporting.

Step 1: Grade span is used to assign school type.

In the California Public School Directory database, the CDE lists a school's grade span according to the lowest and highest grade in which student enrollment was reported in the most recent certified California Basic Educational Data System (CBEDS) data collection. For most schools assigned a grade span, the API school type can be determined according to the following table.

**Grade Span Criteria
for API School Type Classification**

School Type Assigned for API	Grade Span Served
Elementary	K-K, K-1, K-2, K-3, K-4, K-5, K-6, K-7, K-8 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8 3-3, 3-4, 3-5, 3-6, 3-7, 3-8 4-4, 4-5, 4-6, 4-7 5-5, 5-6 6-6
Middle	4-8 5-7, 5-8 6-7, 6-8, 6-9 7-7, 7-8, 7-9 8-8, 8-9
High	7-10, 7-11, 7-12 8-10, 8-11, 8-12 9-9, 9-10, 9-11, 9-12 10-10, 10-11, 10-12 11-11, 11-12 12-12

Step 2: Enrollment is used to assign school type.

Some schools have grade spans that are much broader than those listed in Step 1. For example, a K-12 school serves elementary, middle, and high school students.

School Type Determined by Enrollment

School Type Assigned for API	Grade Span Served
Determined by Enrollment	K-9, K-10, K-11, K-12 1-9, 1-10, 1-11, 1-12 2-9, 2-10, 2-11, 2-12 3-9, 3-10, 3-11, 3-12 4-9, 4-10, 4-11, 4-12 5-9, 5-10, 5-11, 5-12 6-10, 6-11, 6-12

In these cases, school type is determined according to the school's enrollment pattern. School type based on enrollment is determined according to "core" grade spans:

Core Grade Spans for Determining API School Type

School Type	Core Grade Span Served
Elementary	K-5
Middle	7-8
High	9-12

Notes: Grade 6 is left out of the core grade span designations. Because some schools view grade 6 as "elementary" while others view it as "middle," the process remains neutral on whether grade 6 is considered one or the other.

Schools with a grade span that crosses three core spans (e.g., K-12 or K-10) are assigned a school type according to the largest enrollment in a core grade span. For example, a school with a 4-12 grade span has enrollment of 106 students in the K-5 span, 192 students in the 7-8 span, and 52 students in the 9-12 span. Since the 7-8 enrollment is the largest of the three core grade spans, the school is assigned a "middle" school type. If the enrollment for two core grade spans is equal, the school type is equal to the previous year's API school type.

"Enrollment" under Step 2 is defined as the number of students enrolled in grades K-12, as reported in the most recent certified CBEDS data collection. (Enrollment and/or testing counts by grade level from the most recent STAR Program reports may be used if CBEDS information is unavailable.)

Step 3: School name or characteristics is used to assign school type.

In a very small number of cases, a school may not have a current grade span or enrollment on file at the CDE. In these situations, the school type may be assigned based on the name or characteristics of the school. Absent the pertinent indicators used to determine a school's type, a school type of

elementary will be assigned for API purposes. If the school is new and has no test results for the year of the API, the school does not receive an API.

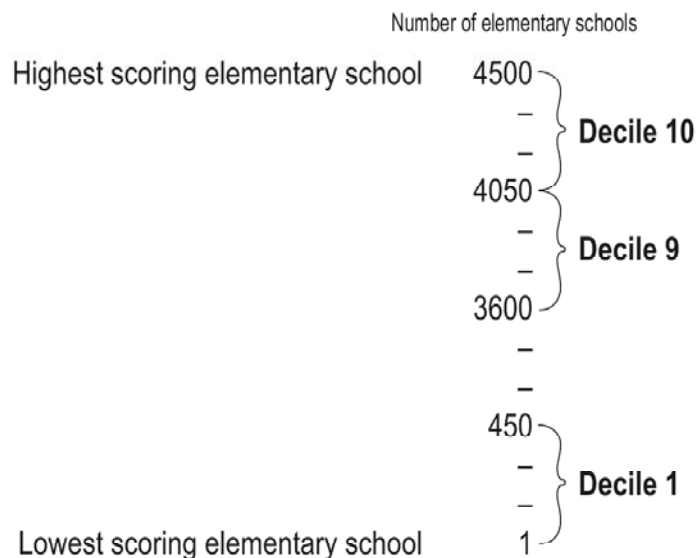
■ Other School Type Issues

The school type for the Base API is determined from the prior year CBEDS data. The school type for the Growth API in the reporting cycle is determined from the next year's CBEDS data in order that the Growth API school type match the AYP school type. As a result, the Base API school type may differ from the Growth API school type for some schools. In addition, a small number of schools are assigned an API school type that is different from the previous API cycle school type. In these cases, school districts are provided a window of time to submit requests to change school type for the API reporting cycle. For more information about school type, contact the AAU at 916-319-0863 or by e-mail at aaucde@cdede.ca.gov.

Statewide Decile Rank

To calculate the statewide ranks, schools are first sorted by type: elementary, middle, and high. For each of the three categories, schools' API scores (except small schools) are sorted from highest to lowest. Next, the list of API scores is divided into ten equal groups (deciles) ranked from highest (ten) to lowest (one). A school's statewide rank is determined by which of the ten deciles it's API falls within. In the following example, there are a total of 4,500 elementary school APIs, and 450 elementary school APIs are in each decile. An elementary school ranked in decile 10 would have an API that is in the top 10 percent of elementary school APIs in the state.

Example of Statewide Decile Ranking



A statewide rank shows a school's relative API placement statewide by school type. It is a quick way of recognizing where a school's API fits in a statewide distribution of API scores of schools of the same type.

Similar Schools Decile Rank

A similar schools rank is like the statewide rank except that the distribution is smaller because it only includes 100 schools. A similar schools rank shows a school's relative placement compared to 100 other schools with similar opportunities and challenges. The 100 similar schools are selected based on a number of demographic characteristics.

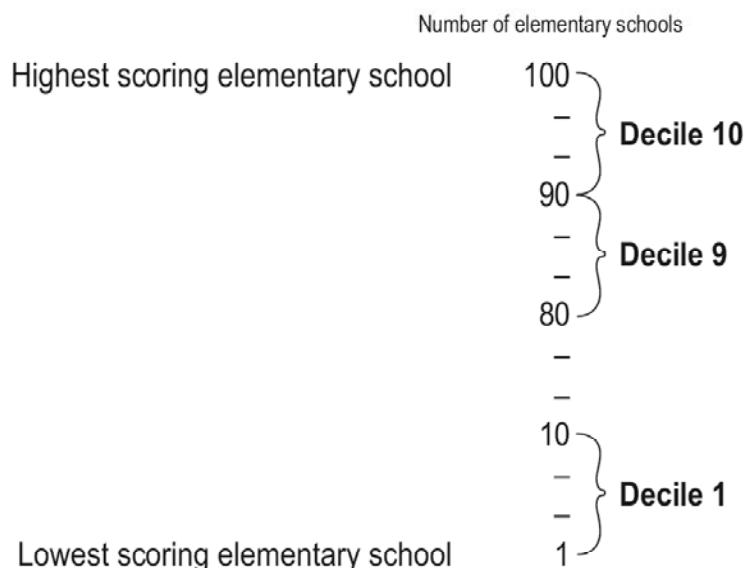
To calculate similar schools ranks, four basic steps are used:

Steps to Calculate Similar Schools Rank

Steps	Description
1.	Obtain demographic variables and Base APIs and categorize by school type: elementary, middle, and high.
2.	Calculate the Schools Characteristics Index (SCI) for each school. An SCI is a composite number between 100 and 200 representing the school's demographic characteristics. (The characteristics are listed on pages 64 through 68.) It is calculated through a statistical procedure based on all of the factors included.
3.	Find each school's 100 similar schools. A comparison group of 100 similar schools is formed for the school, based on SCIs that are close in numerical value. The SCIs are sorted from highest to lowest. The comparison group is formed by taking the 50 schools with SCIs just above the school's SCI and the 50 just below. If the SCI is in the top or bottom 50 of the statewide distribution, the group becomes the top or bottom 100.
4.	Sort by APIs and determine the similar schools rank. The school's similar schools rank is calculated by sorting from highest to lowest the Base APIs of the comparison group of 100 similar schools and then dividing the sorted APIs into ten equal groups (or deciles), from highest (ten) to lowest (one). A school's similar schools rank is determined by which of the ten deciles its API falls within.

In the example on the next page, there are a total of 100 elementary schools, and 10 elementary schools are in each decile. An elementary school with a similar schools rank of 10 would have an API that is in the top 10 percent of the 100 other elementary schools with similar opportunities and challenges.

Example of Similar Schools Decile Ranking



Each school that receives a similar schools rank has its own unique similar schools comparison group. A detailed description of the calculation of similar schools ranks is described in *Construction of California's 1999 Schools Characteristics Index and Similar Schools* located on the Accountability Research Reports Web page at <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>. The Web page also provides descriptive statistics and correlation tables for each year's similar schools calculations.

Schools Characteristics Index

The SCI is the API adjusted by the demographic characteristics of a school. It is calculated through a statistical procedure called multiple regression that produces a single index based on all of the factors included. In order to avoid confusion with the API, the SCI score range is between 100 and 200.

Schools with SCIs that are close in numerical value tend to face similar educational challenges and opportunities and are considered similar for API similar schools ranks purposes. Nevertheless, SCIs are calculated using many demographic characteristics. Each school has a unique combination of demographic characteristics. Even if schools appear quite similar in some characteristics, they may differ with respect to others. Small differences in two schools' demographic characteristics can result in different SCIs and, therefore, in different comparison groups and ranks.

Similar Schools Demographic Characteristics Definitions

Characteristic	Operational Definition	Data Source
Pupil mobility	Pupil mobility is defined as the percentage of students who were not continuously enrolled from the October 2006 California Basic Educational Data System (CBEDS) data collection date through the first day of STAR Program testing.	2007 Standardized Testing and Reporting (STAR) Program answer document
Pupil ethnicity (7 variables)	<p>Percentage of students in the school in each ethnic category.</p> <ul style="list-style-type: none"> • African American • American Indian • Asian • Filipino • Hispanic • Pacific Islander • White <p>Percentages for ethnic/racial categories may not total 100 due to responses of "Other," "Multiple," or "Decline to State" and rounding.</p>	2007 STAR Program answer document
Pupil socioeconomic status (2 variables)	<p>Average of all parent educational level responses for the school where the following scale is used:</p> <p>"1" = "Not high school graduate"</p> <p>"2" = "High school graduate"</p> <p>"3" = "Some college"</p> <p>"4" = "College graduate"</p> <p>"5" = "Graduate school/post graduate training"</p> <p>Percentage of students in the school who participated in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)</p>	2007 STAR Program answer document
Percentage of teachers who are fully credentialed	Percentage of teachers who are fully credentialed in the school	October 2006 CBEDS Professional Assignment Information Form
Percentage of teachers who hold emergency credentials	Percentage of teachers who hold emergency permits in the school	October 2006 CBEDS Professional Assignment Information Form
Percentage of pupils who are English learners	Percentage of students in the school who are classified as English learners	2007 STAR Program answer document

Similar Schools Demographic Characteristics Definitions

Characteristic	Operational Definition	Data Source
Average class size per grade level	<p>Average class size at the school for each grade level category, as applicable:</p> <ul style="list-style-type: none"> • K-3 • 4-6 • Core academic courses in departmentalized programs (English-language arts, mathematics, science, and history-social science) 	October 2006 CBEDS Professional Assignment Information Form
Whether the school operates a multi-track year-round education (MTYRE) program	<p>The school is categorized as follows:</p> <p>"0" = "Does not operate a MTYRE program" or</p> <p>"1" = "Operates a MTYRE program"</p>	October 2006 CBEDS School Information Form
Percentage of grade span enrollments (3 or 4 variables)	<p>Percentage of the following:</p> <p>Elementary Schools</p> <ul style="list-style-type: none"> • Grade 2 enrollment • Grade 6 enrollment • Grades 7 and 8 enrollment • Grades 9-11 enrollment <p>Middle Schools</p> <ul style="list-style-type: none"> • Grade 2 enrollment • Grades 3-5 enrollment • Grade 6 enrollment • Grades 9-11 enrollment <p>High Schools</p> <ul style="list-style-type: none"> • Grade 2 enrollment • Grades 3-5 enrollment • Grade 6 enrollment • Grades 7 and 8 enrollment 	2007 STAR Program answer document
Percentage of students in gifted and talented education (GATE) program	Percentage of student participation in specially funded GATE program	2007 STAR Program answer document
Percentage of students with disabilities	Percentage of students with a valid disability code	2007 STAR Program answer document
Percentage of reclassified fluent-English-proficient (RFEP) students	Percentage of student's English proficiency shown as RFEP	2007 STAR Program answer document

Similar Schools Demographic Characteristics Definitions

Characteristic	Operational Definition	Data Source
Percentage of migrant education students	Percentage of students participating in specially funded migrant education program	2007 STAR Program answer document

General Description of Similar Schools Rankings

California public schools serve students with many different backgrounds and needs. As a result, schools operate within different educational environments. The similar schools ranks allow schools to look at their academic performance compared to other schools with some of the same opportunities and challenges.

General Description of Similar Schools Rankings

Rank	General Description
	This school's API is:
9 or 10	Well-above average for elementary, middle, or high schools with a comparable mix of demographic characteristics
7 or 8	Above average for elementary, middle, or high schools with a comparable mix of demographic characteristics
5 or 6	About average for elementary, middle, or high schools with a comparable mix of demographic characteristics
3 or 4	Below average for elementary, middle, or high schools with a comparable mix of demographic characteristics
1 or 2	Well-below average for elementary, middle, or high schools with a comparable mix of demographic characteristics

California Department of Education

Contacts and Related Internet Pages

Topics	Contact Offices	Web Pages
PSAA and NCLB Title I Accountability <ul style="list-style-type: none"> NCLB Title I Accountability Requirements, AYP Appeals, and Accountability Workbook API and AYP Calculations API Awards Programs 	Policy and Evaluation Division 916-319-0869 psaa@cde.ca.gov Evaluation, Research, and Analysis Unit 916-319-0875 evaluation@cde.ca.gov Academic Accountability Unit 916-319-0863 aau@cde.ca.gov Awards Unit 916-319-0866 awards@cde.ca.gov	http://www.cde.ca.gov/ta/ac/pa/ http://www.cde.ca.gov/ta/ac/ay/ http://www.cde.ca.gov/nclb/sr/sa/wb.asp http://www.cde.ca.gov/api http://www.cde.ca.gov/ayp http://www.cde.ca.gov/ta/ac/pa/awards.asp
Statewide Assessments <ul style="list-style-type: none"> STAR Program – CST, CAT/6 Survey, CMA, and CAPA CAHSEE 	Standards and Assessment Division 916-445-9441 sad@cde.ca.gov Standardized Testing and Reporting (STAR) Program Office 916-445-8765 star@cde.ca.gov High School Exit Examination Office 916-445-9449 cahsee@cde.ca.gov	http://www.cde.ca.gov/ta/tg/ http://www.cde.ca.gov/ta/tg/sr/ http://www.cde.ca.gov/ta/tg/sr/cmastar.asp http://www.cde.ca.gov/ta/tg/sr/capa.asp http://www.cde.ca.gov/ta/tg/hs/
NCLB Title I, and Program Improvement (PI) <ul style="list-style-type: none"> NCLB Requirements for PI and Technical Assistance for Schools in Years 1 and 2 of PI Technical Assistance for Schools in Years 3 Through 5 of PI 	Accountability and Improvement Division 916-319-0926 Title I Policy and Accountability Office 916-319-0854 pi@cde.ca.gov District and School Program Coordination 916-319-0833 dspcunit@cde.ca.gov	http://www.cde.ca.gov/nclb/ http://www.cde.ca.gov/ta/ac/ti/programimprov.asp

Topics	Contact Offices	Web Pages
• Technical Assistance for LEAs in PI	Intervention Assistance Office intervenenet@cde.ca.gov Syma Solovitch 916-319-0476	
Low Performing Schools	Accountability and Improvement Division 916-319-0926	http://www.cde.ca.gov/ta/lp/
• High Priority Schools Grant Program (HPSGP)	High Priority Schools Office 916-324-3236	http://www.cde.ca.gov/ta/lp/hp/
• Immediate Intervention/Underperforming Schools Program (II/USP)	High Priority Schools Office 916-324-3236	http://www.cde.ca.gov/ta/lp/iu/
• Comprehensive School Reform (CSR)	High Priority Schools Office 916-324-3236	http://www.cde.ca.gov/ta/lp/cs/
• School Assistance and Intervention Teams (SAIT)	Intervention Assistance Office intervenenet@cde.ca.gov 916-319-0836 Judy Sinclair 916-324-3350	http://www.cde.ca.gov/ta/lp/sm/
NCLB Title III Accountability	Language Learner and Support Division Language Policy and Leadership Office 916-319-0845 amao@cde.ca.gov	http://www.cde.ca.gov/sp/el/t3/acct.asp
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	Secondary, Postsecondary and Adult Leadership Division Educational Options Office asam@cde.ca.gov 916-322-5012	http://www.cde.ca.gov/ta/ac/am/
Special Education Programmatic Issues Related to Assessment	Special Education Division Assessment, Evaluation, and Support Office 916-445-4628	http://www.cde.ca.gov/sp/se/
Graduation Rate for NCLB and Corrections of Graduation Rate and Dropout Data	Data Management Division Educational Demographics Unit 916-327-0219 eddemo@cde.ca.gov	http://dq.cde.ca.gov/dataquest/ http://www.cde.ca.gov/ds/si/ds/certpolicy.asp
Charter Schools Issues	Charter Schools Division 916-322-6029 charters@cde.ca.gov	http://www.cde.ca.gov/sp/cs/

Acronyms

AAU	Academic Accountability Unit
API	Academic Performance Index
APR	Accountability Progress Reporting
ASAM	Alternative Schools Accountability Model
AYP	Adequate Yearly Progress
CAHSEE	California High School Exit Examination
CAPA	California Alternate Performance Assessment
CAT/6 Survey	California Achievement Test, Sixth Edition Survey
CBEDS	California Basic Educational Data System
CDE	California Department of Education
CDS	County-District-School Code
CMA	California Modified Assessment
CST	California Standards Test
ED	United States Department of Education
EL	English Learner
ELA	English-Language Arts
ERA	Evaluation, Research, and Analysis Unit
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Educational Agency
NCLB	No Child Left Behind Act of 2001
NPR	National Percentile Rank
NRT	Norm-referenced Test
NSS	Numerically Significant Subgroup
PI	Program Improvement
PSAA	Public Schools Accountability Act
RFEP	Reclassified Fluent-English-Proficient
SBE	State Board of Education
STAR	Standardized Testing and Reporting Program
SWD	Students with Disabilities